Standard Coding	Initial 2016 Draft Standards (As of 8/2016)	Technical Review Comment	Technical Review: Refinement	Technical Review: Notes	45-Day Public Comment that Led to a Change in a Standard (The full public comments for each grade level are contained in a separate spreadsheet.)	Refinement from Public Comment that Resulted in a Change to a Standard	Final ELA Standard (*Standards in red changed from the initial draft.)
R.1	Read closely to determine what the text says explicitly and to make logical inferences from it	No comments			The decision was made by the Arizona Standards Development Committee in the 11/30/16 meeting, to change "read closely" to "read carefully" to avoid confusion with Close Reading as a practice in the classroom.	Standard should read: Read carefully to determine what the text says explicitly and to make logical inferences from it.	Read carefully to determine what the text says explicitly and to make logical inferences from it.
R.2	Determine central ideas or themes of a text and analyze their development	No comments					
R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	No comments					
R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	No comments					
R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	No comments					
R.6	Assess how point of view or purpose shapes the content and style of a text.	No comments					
R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	No comments					
R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	No comments					

R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	No comments					
R.10	Read and comprehend complex literary and informational texts independently and proficiently.	No comments					
W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	No comments					
W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	No comments					
W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	No comments					
W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	No comments					
W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	No comments					
W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	No comments					
W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	No comments					
W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	No comments					
W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	No comments					
W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	No comments					
SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	No comments					

SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	No comments					
SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	No comments					
SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	No comments					
SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	No comments					
SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	No comments					
L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	No comments					
L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	No comments					
L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	No comments					
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	No comments					
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	No comments					
L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	No comments					

Kindergarten

Standard Coding	Initial 2016 Draft Standards (As of 8/2016)	Technical Review Comment	Technical Review: Refinement	Technical Review: Notes	45-Day Public Comment that Led to a Change in a Standard	Refinement from Public Comment that Resulted in a Change to a	Final ELA Standard (*Standards in red changed from the initial draft.)
Reading Standards for Literature							
Key Ideas and Details							
K.RL.1	With prompting and support, ask and answer questions about key details in a text.	No comments					With prompting and support, ask and answer questions about key details in a text.
K.RL.2	With prompting and support, retell familiar stories, including key details.	No comments					With prompting and support, retell familiar stories, including key details.
K.RL.3	With prompting and support, identify characters, settings, and major events in a story.	No comments					With prompting and support, identify characters, settings, and major events in a story.
Craft and Structure							
K.RL.4	With prompting and support, ask and answer questions about unknown words in a text.	No comments					With prompting and support, ask and answer questions about unknown words in a text.
K.RL.5	Recognize common types of texts (e.g., storybooks, poems); identify the front cover, back cover, and title of a book.	No comments					Recognize common types of texts (e.g., storybooks, poems); identify the front cover, back cover, and title of a book.
K.RL.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	No comments					With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Integration of Knowledge and Ideas							
K.RL.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	No comments					With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
K.RL.8	(Not applicable to literature)	No comments					(Not applicable to literature)
K.RL.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	No comments					With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Range of Reading and Level of Text Complexity							
K.RL.10	With prompting and support, actively engage in group reading activities with purpose and understanding.	1. Achieve - The addition of "with prompting and support" provides a scaffold for emergent readers.	No revision necessary	Comment in support of standards			With prompting and support, actively engage in group reading activities with purpose and understanding.
Reading Standards for Informational Text							
Key Ideas and Details							
K.RI.1	With prompting and support, ask and answer questions about key details in a text.	No comments					With prompting and support, ask and answer questions about key details in a text.
K.RI.2	With prompting and support, identify the main topic and retell key details of a text.	No comments					With prompting and support, identify the main topic and retell key details of a text.

K.RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	No comments					With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure							
K.RI.4	With prompting and support, ask and answer questions about unknown words in a text.	No comments					With prompting and support, ask and answer questions about unknown words in a text.
K.RI.5	Recognize common types of informational text; identify the front cover, back cover, and title page of a book.	No comments					Recognize common types of informational text; identify the front cover, back cover, and title page of a book.
K.RI.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	No comments					With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Integration of Knowledge and Ideas							
K.RI.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	No comments					With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
K.RI.8	With prompting and support, identify the reasons an author gives to support points in a text.	No comments					With prompting and support, identify the reasons an author gives to support points in a text.
K.RI.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	No comments					With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Level of Text Complexity							
K.RI.10	With prompting and support, actively engage in group reading activities with purpose and understanding.	1. Achieve - The addition of "with prompting and support" provides a scaffold for emergent readers.	No revision necessary	Comment in support of standards			With prompting and support, actively engage in group reading activities with purpose and understanding.
Reading Standards: Foundational Skills							
Print Concepts							

K.RF.1	Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Identify that a sentence is made up of a group of words. d. Recognize the difference between a letter and a printed word. Understand that words are separated by spaces in print. e. Recognize and name all upper and lowercase letters of the alphabet.	1. Achieve - The additions are solid, good, and thoughtful. However, the format for the additions is a bit confusing. Could they be added as additional substandards E and F, or as substandard E that focuses on sentences?	Revision to standard should read: D. Recognize the difference between a letter and a printed word. E. Understand the are seperated by spaces in print. F. Recognize and name all upper and lowercase letters of the alphabet.	1. Note: Achieve incorrectly identified indicator c as not being its own indicator, but instead being attached to indicator b. Work group reflected on Achieve's suggestion and revisions were made for clarity.			Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Identify that a sentence is made up of a group of words. d. Recognize the difference between a letter and a printed word. e. Understand that words are separated by spaces in print. f. Recognize and name all upper and lowercase letters of the alphabet.
Phonological Awareness							
K.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound(s) for each consonant and the five major vowels. b. Recognize and produce rhyming words. c. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/). d. Isolate and pronounce the initial, medial vowel (long and short vowels) and final sounds (phonemes) in three-phoneme words. *(This does not include CVCs (Consonent-Vowel-Consonent) ending with /l/, /r/, or /x/.) e. Manipulation of phonemes-add, substitute, and delete individual phonemes in simple, one-syllable words to make new words.	1. Achieve - The additions of A and E are good, but to maintain parallelism, consider changing E from "manipulation" to "manipulate." 2. Dr. Sara Abercrombie - K.RF.2.e - The wording is inconsistent with that of the other standards. Consider omitting the first phrase, in order to make the standard more obviously about an observable student action.	Revision to e will omit "Manipulation of phonemes" and begin e with Add......	*NOTE: The technical reviewers reviewed the standard as it was prior to the 9/23/16 working group meeting. However, at the 9/23/16 working group meeting, indicator *a* was changed from: a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound(s) for each consonant and the five major vowels. to a. Identify and			Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Identify and produce sounds (phonemes) in a spoken word. b. Recognize and produce rhyming words. c. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/). d. Isolate and pronounce the initial, medial vowel (long and short vowels) and final sounds (phonemes) in three-phoneme words. *(This does not include CVCs (Consonant-Vowel-Consonant) ending with /l/, /r/, or /x/.) e. Add, substitute, and delete individual phonemes in simple, one-syllable words to make new words.
Phonics and Word Recognition							

K.RF.3	Know and apply phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels. b. Decode regularly spelled closed syllable words. c. Read the 50 most common high-frequency words by sight from a research-based word list. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	1. Achieve - Overall, the standard makes some positive changes, specifically A and C. However, B is different and has a different intent.	No revision necessary	After discussion and review of B the language "decode" aligns with the standard " know and apply phonics and word analysis skills in decoding words."			Know and apply phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels. b. Decode regularly spelled closed syllable words. c. Read 50 common high-frequency words by sight from a research-based word list. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Fluency								
K.RF.4	Read emergent-reader texts with purpose and understanding.	No comments						Read emergent-reader texts with purpose and understanding.
Writing Standards								
Text Types and Purposes								
K.W.1	With guidance and support from adults, use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).							With guidance and support from adults, use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
K.W.2	With guidance and support from adults, use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	No comments						With guidance and support from adults, use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
K.W.3	With guidance and support from adults, use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	No comments						With guidance and support from adults, use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Production and Distribution of Writing								
K.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).	No comments						With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).

K.W.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	No comments					With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
K.W.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	No comments					With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge							
K.W.7	With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)	No comments					With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
K.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	No comments					With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
K.W.9	(Begins in grade 4)	No comments					(Begins in grade 4)
Range of Writing							
K.W.10	(Begins in grade 3)	No comments					(Begins in grade 3)
Writing Standards: Foundational Skills							
Sound-letter Basics and Handwriting							
K.WF.1	Demonstrate and apply handwriting skills. a. Match upper and lower case manuscript letters. b. Write upper and lower manuscript letters, with reference to a model. c. Write left to right using appropriate spacing between words.	1. Achieve: b. - this expectation is already included in k.RF.1.e	No revision necessary	RF.1.e states "recognize and name all upper and lowercase letter of the alphabet". It does not include the writing of the letters.			Demonstrate and apply handwriting skills. a. Match upper and lower case manuscript letters. b. Write upper and lower manuscript letters, with reference to a model. c. Write left to right using appropriate spacing between words.

| K.WF.2 | Demonstrate and apply sound-letter concepts.
a. Repeat multi-syllable words and pronounce the separate syllables.
b. Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters.
c. Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel. | 1. (*The following comment by Achieve refers to indicator *a* as it appeared prior to it being changed by the working group at the 9/23/16 meeting. See the note in column E for the original wording of indicator *a*, which has been eliminated.)

Achieve: a. - As written, the standard is confusing. The content is fine, but there is confusion as to why this standard is included in writing. That may be problematic for educators. If moved to RF, this would be a 6 (6= Achieve has no issue with the standard).

2. Achieve: b. (*now indicator a) - This expectation is already included in K.RF.2.

3. Achieve: c. (*now indicator b)- This expectation is already included in K.RF.3. | No revision necessary: | *NOTE: Achieve's notes refer to the standard as it appeared before it was revised on by the working group on 9/23/16.

The draft standard that was reviewed by Achieve was:

Demonstrate and apply sound-letter concepts.
a. Repeat multi-syllable words and pronounce the separate syllables.
b. Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters.
c. Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable | | | Demonstrate and apply sound-letter concepts.
a. Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters.
b. Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel. |
| **Spelling** | | | | | | |

K.WF.3	Know and apply phonics and word analysis skills when encoding words. a. Represent phonemes in simple words, using letter-sound relationships. b. Write or select an initial or final consonant when a medial vowel is provided. c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonent-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds. d. Write the 20 most frequently used words accurately, as found in a research-based list. e. Attempt phonetic spelling of unknown words.	1. Achieve: Overall, the content in this suite of standards is thoughtful and comprehensive. (*The following comment by Achieve pertained to the draft standard as it was written prior to the 9/23/16, when it was changed by the working group - see the note in column E.) 2. Achieve: d. - Does it matter where the list comes from? Could teachers use lists that are slightly different?	Standard should read: Write the 20 most common high frequency words from a research-based word list.	*NOTE: Indicator d was changed by the working group at the 9/23/16 working group meeting. Prior to 9/23/16, the draft standard read: d. Write the 20 most frequently used words accurately, as found in a research-based list. After 9/23/16, the standard has been changed to read: d. Write 20 frequently used words accurately. On 10/18: The standard was reviewed and comments were read. The number 20 is based on Moats/Adams research. "Research-based word list" was added to clarify the origin of the list. In addition, the standard was revised to use support and relate to RF.3.c	Don't add the number to d. 20 most frequently used words...that is curricula decision.	Standard Should Read, d only, "Accurately write grade-level appropriate words, as found in a research-based word list. *see guidelines under Word Lists in Glossary"	Know and apply phonics and word analysis skills when encoding words. a. Represent phonemes in simple words, using letter-sound relationships. b. Write or select an initial or final consonant when a medial vowel is provided. c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds. d. Accurately write grade-level appropriate words, as found in a research-based word list. (*See guidelines under *Word Lists* in the ELA Glossary.) e. Attempt phonetic spelling of unknown words.
Speaking and Listening Standards							
Comprehension and Collaboration							
K.SL.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	No comments					Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
K.SL.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	No comments					Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

K.SL.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	No comments					Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Presentation of Knowledge and Ideas							
K.SL.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	No comments					Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
K.SL.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	No comments					Add drawings or other visual displays to descriptions as desired to provide additional detail.
K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly.	No comments					Speak audibly and express thoughts, feelings, and ideas clearly.
Language Standards							
Conventions of Standard English							
K.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use frequently occurring nouns and verbs. b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). e. Produce and expand complete sentences in shared language activities.	1. Achieve: This is a very close match. A (from the 2010 standards), printing many upper and lowercase letters, is moved to reading foundational skills.	No revisions necessary	Comment in support of revision			Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use frequently occurring nouns and verbs. b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). e. Produce and expand complete sentences in shared language activities.
K.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation.	1. Achieve: This is a very close match. C and D (from the 2010 standards) were moved to writing foundational skills.	No revision necessary	Comment in support of revision			Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation.
Knowledge of Language							
K.L.3	(Begins in grade 2)	No comments					(Begins in grade 2)
Vocabulary Acquisition and Use							

K.L.4	With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	1. Dr.Pope: In terms of breadth and depth in relation to developmental appropriateness of the Language standards, they mostly follow the progression of language and vocabulary development of students in grades K-3. In kindergarten students are still adding words to their vocabulary at a rather rapid pace and have started applying the rules and conventions of the English language more accurately than before. Standard K.L. 4 states that kindergarten students should be able to "determine or clarify the meaning of unknown and multiple-meaning words and phrases". This may be outside the scope of some kindergartener's developmental abilities. Kindergarten students might recognize that a word or phrase that contains multiple meaning words doesn't make sense or may be confused by a word that has multiple meanings but they may not be ready developmentally to truly understand that words that sound and look the same can actually mean different things. This is an important skill to introduce students to at this age/grade but they may not be ready to master it until first or second grade. The standards in the Language strand for grades 1-3 align with typical cognitive and language development nicely. The breadth and depth of the skills matches the typical development of vocabulary and language for students in these grade levels. For example, in second grade students are expected to "compare formal and informal uses of English". According to theories of language development this is around the time that students are learning the differences between formal and informal language and are beginning to speak to different people or groups of people using different language and language patterns (they speak to their peers more	Standard should read: (Begins in grade 1)	Based on Dr. Pope's feedback, the standard will be removed from kindergarten and will begin at first grade where it is developmentally appropriate.			(Begins in grade 1)
K.L.5	With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among	No comments					With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms. c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
K.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	No comments					Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

1st Grade

Standard Coding	Initial 2016 Draft Standards (As of 8/2016)	Technical Review Comment	Technical Review: Refinement	Technical Review: Notes	45-Day Public Comment that Led to a Change in a Standard (The full public comments for each grade level are contained	Refinement from Public Comment that Resulted in a Change to a Standard	Final ELA Standard (*Standards in red changed from the initial draft.)
Reading Standards for Literature							
Key Ideas and Details							
1.RL.1	Ask and answer questions such as who, what, where, why, and how about key details in a text.	1. Achieve: This is a very close match to the 2010 standard.	No revision necessary	Comment does not require an action			Ask and answer questions such as who, what, where, why, when, and how about key details in a text.
1.RL.2	Retell stories including key details and demonstrate understanding of their main idea, central message, or lesson.	1. Achieve: Inclusion of main idea adds an additional focus for the text, even though main idea is usually reserved for informational texts.	No revision necessary	Comment supports revision			Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson.
1.RL.3	Describe characters, settings, and major events in a story, using key details.	No comments					Describe characters, settings, and major events in a story, using key details.
Craft and Structure							
1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	No comments					Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
1.RL.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	No comments					Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
1.RL.6	Identify who is telling the story at various points in a text.	No comments					Identify who is telling the story at various points in a text.
Integration of Knowledge and Ideas							
1.RL.7	Use illustrations and details in a story to describe its characters, setting, or events.	No comments					Use illustrations and details in a story to describe its characters, setting, or events.
1.RL.8	(Not applicable to literature)	No comments					(Not applicable to literature)
1.RL.9	Compare and contrast the adventures and experiences of characters in stories.	No comments					Compare and contrast the adventures and experiences of characters in stories.
Range of Reading and Level of Text Complexity							
1.RL.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	No comments					With prompting and support, read prose and poetry of appropriate complexity for grade 1.
Reading Standards for Informational Text							
Key Ideas and Details							

1.RI.1	Ask and answer questions such as who, what, where, why, and how about key details in a text.	1. Achieve: Providing detail around who, what, where, why, and how adds additional focus, clarity, and specificity for the standard.	No revision necessary	Comment supports revision			Ask and answer questions such as who, what, where, why, and how about key details in a text.
1.RI.2	Identify the main topic and retell key details of a text.	No comments					Identify the main topic and retell key details of a text.
1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text using key details.	No comments					Describe the connection between two individuals, events, ideas, or pieces of information in a text using key details.
Craft and Structure							
1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	No comments					Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
1.RI.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	No comments					Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
1.RI.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	No comments					Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Integration of Knowledge and Ideas							
1.RI.7	Use the illustrations and details in a text to describe its key ideas.	No comments					Use the illustrations and details in a text to describe its key ideas.
1.RI.8	Identify the reasons an author gives to support points in a text.	No comments					Identify the reasons an author gives to support points in a text.
1.RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	No comments					Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Level of Text Complexity							
1.RI.10	With prompting and support, read informational texts, including functional texts, history/social studies, science, and technical texts, appropriately complex for grade 1.	1. Achieve: The definitions of informational texts deliberately include history/social, science, and technical texts. This is a strong focus for the RI standard.	No revision necessary	Comment supports revision			With prompting and support, read informational texts, including functional texts, history/social studies, science, and technical texts, appropriately complex for grade 1.
Reading Standards: Foundational Skills							
Print Concepts							
1.RF.1	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., capitalization of first word and ending punctuation).	1. Achieve: This is a very close match to the 2010 standard.	No revision necessary	Comment requires no action			Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., capitalization of first word and ending punctuation).

Phonological Awareness

1.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. d. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. e. Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., /s/p/l/a/t/). f. Orally generate a series of original rhyming words using a variety of phonograms (e.g., -ed, -ake, -ant, ain) and consonant blends (e.g., bl, st, tr).	1. Achieve: F has both positives and things to note. The explanation of individual phonemes will support teachers and F is appropriate for grade 1. However, some confusion will result with the word "original." It is not clear what "original" intends to mean, and will be confusing for educators.	Standard should read as Orally generate a series of rhyming words using a variety of phonograms…….. The word "original" was removed. Standard G should read: "Add, substitute, and delete....." Remove the words "Manipulation of Phonemes."	*NOTE: Indicator g was added by the working group at the 9/23/16 working group meeting. Work group agreed with Achieve and removed the term "Original" and changed g to reflects comments in standard K.RF.2.			Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. d. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. e. Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., /s/p/l/a/t/). f. Orally generate a series of rhyming words using a variety of phonograms (e.g., -ed, -ake, -ant, ain) and consonant blends (e.g., /bl/, /st/, /tr/). g. Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words.

Phonics and Word Recognition

1.RF.3	Know and apply phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. d. Recognize and apply all six syllable types when decoding grade level texts. e. Read words with inflectional endings. f. Recognize and read grade-appropriate irregularly spelled words	1. Achieve: The revised C is an ok addition, but the original C has been dropped from the ELA10 standard, weakening it. D in AZ has a different focus than E in ELA10. The six syllable types will include two-syllable words.	No revision necessary	The previous standard was reviewed again. The current academic langauge of six syllable types is used to provide consistency across grade levels. The use of the this term includes the previous standard to which Achieve			Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. d. Recognize and apply all six syllable types when decoding grade level texts. e. Read words with inflectional endings. f. Recognize and read grade-appropriate irregularly spelled words

Fluency

1.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as	No comments					Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

Text Types and Purposes

1.W.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.						Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

1.W.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	No comments					Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
1.W.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	No comments					Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Production and Distribution of Writing							
1.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).	No comments					With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).
1.W.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	No comments					With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
1.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	No comments					With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge							
1.W.7	With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	No comments					With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
1.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	No comments					With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1.W.9	(Begins in grade 4)	No comments					(Begins in grade 4)
Range of Writing							
1.W.10	(Begins in grade 3)	No comments					(Begins in grade 3)
Writing Standards: Foundational Skills							
Sound-letter Basics and Handwriting							

1.WF.1	Demonstrate and apply handwriting skills. a. Write upper and lower case manuscript alphabet from memory using correct letter formation. b. Write common grapheme (letter or letter group) for each phoneme. c. Write with appropriate spacing between letters and words.	1. Achieve: This suite of standards is a strong addition to the writing foundations.	No revision necessary	Comment in support of revision			Demonstrate and apply handwriting skills. a. Write upper and lower case manuscript alphabet from memory using correct letter formation. b. Write common grapheme (letter or letter group) for each phoneme. c. Write with appropriate spacing between letters and words.
1.WF.2	Demonstrate and apply sound-letter concepts. a. Orally segment the phonemes in any single-syllable, spoken word. b. Demonstrate and understand that each syllable is organized around a vowel sound.	1. Dr. Abercrombie: The standards 1.WF.2 seem to overlap with 1.RF.2 - how are the Phonological Awareness standards different than the oral language standards mentioned in grade 1 Writing Foundations?	The indicators will remain in the standard because spelling begins at the sound level. Students recognize the nuances in sounds and that every syllable has a vowel sound. While the Phonological Awareness standard and the Writing Foundation standards are somewhat similar, this is done purposely because the skills are taught concurrently. Students' understanding of letter-sound correspondences need to be in place before students can spell with accuracy. As this standard progresses to second				Demonstrate and apply sound-letter concepts when writing. a. Orally segment the phonemes in any single-syllable, spoken word. b. Demonstrate and understand that each syllable is organized around a vowel sound.
Spelling							

1.WF.3	Know and apply phonics and word analysis skills when encoding words.
	a. Spell common, regular, single-syllable words using:
	   1. Short vowels and single consonants.
	   2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).
	   3. Initial and final consonant blends (e.g., must, slab, plump).
	   4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonent-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).
	   5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).
	
	b. Spell words with inflectional endings:
	   1. Verbs with -ing, -ed, -s and no change in the base word (e.g., snowed, playing, jumps).
	   2. Nouns with -s, -es and no change to the base word (e.g., rugs, kisses).
	   3. Adjectives with -er, -est and no change to the base word (e.g., slower).
	
	c. Spell two-syllable words, including:
	   1. Words that end in -y or -ly (e.g., smelly, gladly).
	   2. Common compound words (e.g., hotdog).
		1. Achieve: This standard is much more detailed and a good addition to grade 1.
		
		2. Dr. Abercrombie: The most major concern that I have regarding this section is the Spelling standards for grades 1 and 2 are much more complex in terms of cognitive demand compared to the reading standards in other sections (the kindergarten standards seem well aligned). Decoding is a simpler cognitive task compared to encoding, therefore grammatical complexity should first be introduced in the reading standards, not in the writing standards.
		
		In addition, standard 1.WF.3 , sections a, b, and c, all specify very
			Standard should read as is for all of the standard until b. B should read "With prompting and support spell on-level words with inflectional endings:
			
			Indicator c should read: "With prompting and support spell on-level two syllable words."
				1. Achieve Comment: Requires no action
				
				2. In response to Dr. Abercrombie "With prompting and support was added to address the cognitive demand." "On-level" was added to address the comment the limit of expectation.
					I am enthusiastic about articulating spelling progressions but believe that the specificity of some spelling standards suggest the use of only certain programs that match the progression outlined. As you know, scopes and sequences vary beyond basic agreed upon progressions and there is no research that supports one particular program. I am hopeful that these standards can be reviewed and limited to basic, widely agreed upon progressions.	Standard Should Read D only "Spell grade-level appropriate words in English as found in a research-based list, including:
						   1. Irregular words (e.g., said, what, are, they, was).
						   2. Pattern based words (e.g., he, him, for, in, by, like).
						*see guidelines under Word Lists in Glossary"
						Standard should read: c 2. Common compound words (e.g. hotdog, mailbox).
						Standard should read: b3. Adjectives with -er, -est, and no change to the base word (e.g. slower, slowest).
							Know and apply phonics and word analysis skills when encoding words.
							a. Spell common, regular, single-syllable words using:
							   1. Short vowels and single consonants.
							   2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).
							   3. Initial and final consonant blends (e.g., must, slab, plump).
							   4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).
							   5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).
							
							b. With prompting and support, spell on-level words with inflectional endings:
							   1. Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).
							   2. Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).
							   3. Adjectives with -er, -est, and no change to the base word (e.g. slower, slowest).
							
							c. With prompting and support, spell on-level two-syllable words, including:
							   1. Words that end in -y or -ly (e.g., smelly, gladly).
							   2. Common compound words (e.g., hotdog, mailbox).
							   3. Words with two closed syllables (e.g., rabbit, wagon).

Speaking and Listening Standards							
Comprehension and Collaboration							
1.SL.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about	No comments					Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
1.SL.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	No comments					Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
1.SL.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	No comments					Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

	Presentation of Knowledge and Ideas						
1.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	No comments					Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
1.SL.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	No comments					Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
1.SL.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)	No comments					Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)
	Language Standards						
	Conventions of Standard English						
1.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use common, proper, and possessive nouns. b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.). c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). d. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). e. Use frequently occurring adjectives. f. Use frequently occurring conjunctions (e.g., and, but, or, so, because). g. Use determiners (e.g., articles, demonstratives). h. Use frequently occurring prepositions (e.g., during, beyond, toward). i. Produce and expand complete simple and compound sentences. j. Identify declarative, interrogative, imperative, and exclamatory sentences in response to prompts. k. Write multiple sentences in an order that supports a main idea or story.	1. Achieve: Substandard A (from the 2010 standards) was moved to writing foundational standard	No revision necessary	Comment does not require an action			Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use common, proper, and possessive nouns. b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.). c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). d. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). e. Use frequently occurring adjectives. f. Use frequently occurring conjunctions (e.g., and, but, or, so, because). g. Use determiners (e.g., articles, demonstratives). h. Use frequently occurring prepositions (e.g., during, beyond, toward). i. Produce and expand complete simple and compound sentences. j. In response to prompts, distinguish between and identify declarative, interrogative, imperative, and exclamatory sentences. k. Write multiple sentences in an order that supports a main idea or story.
1.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series.	1. Achieve: Substandards D and E (from the 2010 standards) were moved to writing foundational standards and expanded upon.	No revision necessary	Comment does not require an action			Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series.
	Knowledge of Language						

1.L.3	(Begins in grade 2)	No comments				(Begins in grade 2)
Vocabulary Acquisition and Use						
1.L.4	With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	1. Dr. Stotsky: At every grade level, students are advised to draw from certain strategies to determine the meaning of unfamiliar words. The first strategy always recommended is to "use context clues." Not only should this pedagogical strategy be stricken from this document, it should not be taught in education methods courses. There is NO body of research to support it, and it doesn't make sense. Nor id the National Reading Panel's 2000 report recommend this strategy. In authentic writing, one usually does not find "clues" to the meaning of an unfamiliar word. Strong reading, writing, and speaking vocabularies are developed in other ways.	Standard should read: With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use frequently occurring affixes as a clue to the meaning of a word. b. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). c. Use sentence-level context as a clue to	Based on Dr. Stotsky's feedback and feedback from the Arizona Standards Development Committee in the 11/30/16 meeting, the indicator for context clues will be moved from the first strategy to a placement that better indicates that it is one strategy, not the primary strategy, for determining the meaning of an unknown word. The indicator is not being removed completely because, according to Hibbard (2009), context clue instruction was found to improve			With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use frequently occurring affixes as a clue to the meaning of a word. b. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). c. Use sentence-level context as a clue to the meaning of a word or phrase.
1.L.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in	No comments	No revision necessary	Comment does not require an action			With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. With prompting and support, identify synonyms and antonyms and distinguish shades of meaning among verbs differing in manner (e.g.look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (eg. large,
1.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	No comments	No revision necessary	Comment does not require an action			Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

2nd Grade

Standard Coding	Initial 2016 Draft Standards (As of 8/2016)	Technical Review Comment	Technical Review: Refinement	Technical Review: Notes	45-Day Public Comment that Led to a Change in a Standard	Refinement from Public Comment that Resulted in a Change to	Final ELA Standard (*Standards in red changed from the initial draft.)
Reading Standards for Literature							
Key Ideas and Details							
2.RL.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	No comments					Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.RL.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	No comments					Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2.RL.3	Describe how characters in a story respond to major events and challenges.	No comments					Describe how characters in a story respond to major events and challenges.
Craft and Structure							
2.RL.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	No comments					Describe how words and phrases supply rhythm (e.g., regular beats, alliteration, rhymes, repeated lines) and meaning in a story, poem, or song.
2.RL.5	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	No comments					Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.
2.RL.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	No comments					Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas							
2.RL.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	No comments					Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2.RL.8	(Not applicable to literature)	No comments					(Not applicable to literature)

2.RL.9	Compare and contrast the plot from two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	1. Achieve: The standard was narrowed to focus on comparing and contrasting the plot of two versions of the same story; however, this may be difficult to achieve. Is plot defined as the five elements (exposition, rising action, climax, falling action, resolution), or is plot also expanded to include information about character and setting? If plot is defined as the 5 elements, as written, it may be hard to find contrasting elements. Many versions of the same story follow the same plot, but differ in their setting, character, dialogue, etc.	The standard should read, "Compare and contrast the characters and settings from two or more versions of the same story by different authors or from different cultures".	Agree with the feedback from Achieve The rationale is that this change is aligned with the horizontal and vertical progression and the developmental appropriateness of the standard. The introduction of plot is introduced in 2nd grade in 2.RL.7. The comparing and contrasting of plot is more aligned to the expectations of 3rd grade standards.			Compare and contrast the characters and settings from two or more versions of the same story by different authors or from different cultures.
Range of Reading and Level of Text Complexity							
2.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two.	1. Achieve: There should be some indication that grade 2 texts are at the low end of the text complexity band for grades 2-3. Without clear guidance on text complexity, this may be widely misunderstood.

2. Elizabeth Pope: It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like.

3. Dr. Stotsky: The draft standards do not provide any clues about the level of reading difficulty desired-at any grade. The suggestion that teachers use "qualitative and quantitative measures appropriate to the grade" are of little use. How would new teachers, especially, know what is appropriate to the grade? Most teachers don't have time to apply quantitative measures to every text they want to consider. Nor will a coherent curriculum result from the use of such measures. | Based on the technical feedback from Stotsky, Pope, and Achieve: The brief definition for *Text Complexity* was removed from the draft glossary. In its place was added an expanded document that defines text complexity, text difficulty, quantitative measures, and qualitative measures. This section further explains what it means to read "independently" and "proficiently". Additionally, this new section of the glossary provides guidance on how to use qualitiative and quantitative measures to determine text complexity and the appropriateness of a text for a grade-level. | 1. Achieve: All comments a-c refer to the high or low end of the text complexity band. The RL 10 standards have been revised to state "By the end of the year, proficiently and independently read and comprehend literature including stories, dramas, and poety, in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." The revised RI 10 standard states "By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." Thus, there is a range embedded in the new standard allowing educators/local education agencies to choose the range appropriate for their students and meet their needs. Additionally, an expanded explanation of text complexity and related terms is included in the glossary.

2. Elizabeth Pope: The terms "proficiently" and "independently" are expanded upon in the Text Complexity section that was added to the ELA Glossary, which will help to guide educators when applying the standard.

3. Dr. Stotsky: The newly phrased text complexity standards provide clarification that educators are to use quantitative and qualitative measures to determine whether a text is appropriately complex for a specific grade-level. The newly expanded text complexity section in the glossary defines these terms and explains how to employ them together to determine text complexity. The newly phrased standards and the new text complexity section of the glossary will provide guidance to educators while empowering schools and districts to make informed text selections for their students.

4. Response to public comments calling for the addition of "reader and task considerations" to the standards: Reader and task considerations are part of the qualitative measures in instructional decision-making process and are included in the newly revised glossary addition of text complexity. | | | By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two. |
| **Reading Standards for Informational Text** | | | | | | | |
| **Key Ideas and Details** | | | | | | | |

2.RI.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	No comments					Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.RI.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	No comments					Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
2.RI.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	1. Dr. Abercrombie: This standard is potentially beyond the developmental range of many second grade students, because it requires flexible use of seriation, which is a cognitive skill that is just emerging by age 7. I suggest adding "With prompting and support" to the beginning of the standard.	Agree with Dr. Abercrombie. The standard should read, "With prompting and support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text."	Developmental appropriateness			With prompting and support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure							
2.RI.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	No comments					Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
2.RI.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	No comments					Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	No comments					Identify the main purpose of a text, including what the author wants to answer, explain, or
Integration of Knowledge and Ideas							
2.RI.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	No comments					Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
2.RI.8	Describe how reasons support specific points the author makes in a text.	No comments					Describe how reasons support specific points the author makes in a text.
2.RI.9	Compare and contrast the most important points presented by two texts on the same topic.	No comments					Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading and Level of Text Complexity							

2.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two.	1. Achieve: There should be some indication that grade 2 texts are at the low end of the text complexity band for grades 2-3. Without clear guidance on text complexity, this may be widely misunderstood. 2. Elizabeth Pope: It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like. 3. Dr. Stotsky: The draft standards do not provide any clues about the level of reading difficulty desired-at any grade. The suggestion that teachers use "qualitative and quantitative measures appropriate to the grade" are of little use. How would new teachers, especially, know what is appropriate to the grade? Most teachers don't have time to apply quantitative measures to every text they want to consider. Nor will a coherent curriculum result from the use of such measures.	Based on the technical feedback from Dr. Stotsky, Dr. Pope, and Achieve: The brief definition for *Text Complexity* was removed from the draft glossary. In its place was added an expanded document that defines text complexity, text difficulty, quantitative measures, and qualitative measures. This section further explains what it means to read "independently" and "proficiently". Additionally, this new section of the glossary provides guidance on how to use qualitiative and quantitative measures to determine text complexity and the appropriateness of a text for a grade-level.	1. Achieve: All comments a-c refer to the high or low end of the text complexity band. The RL 10 standards have been revised to state "By the end of the year, proficiently and independently read and comprehend literature including stories, dramas, and poety, in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." The revised RI 10 standard states "By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." Thus, there is a range embedded in the new standard allowing educators/local education agencies to choose the range appropriate for their students and meet their needs. Additionally, an expanded explanation of text complexity and related terms is included in the glossary. **2.** Elizabeth Pope: The terms "proficiently" and "independently" are expanded upon in the Text Complexity section that was added to the ELA Glossary, which will help to guide educators when applying the standard. 3. Dr. Stotsky: The newly phrased text complexity standards provide clarification that educators are to use quantitative and qualitative measures to determine whether a text is approrpriately complex for a specific grade-level. The newly expanded text complexity section in the glossary defines these terms and explains how to employ them together to determine text complexity. The newly phrased standards and the new text complexity section of the glossary will provide guidance to educators while empowering schools and districts to make informed text selections for their students. 4. Response to public comments calling for the addition of "reader and task considerations" to the standards: Reader and task considerations are part of the qualitative measures in instructional decision-making process and are included in the newly revised glossary addition of text complexity.			By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two.
Reading Standards: Foundational Skills						
Phonics and Word Recognition						

2.RF.3	Know and apply phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Identify and apply all six syllable types to decode appropriate grade-level text. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	1. Achieve: The inclusion of the six syllable types is a good one.	Requires no action				Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Identify and apply all six syllable types to decode appropriate grade-level text. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
Fluency							
2.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	No comments					Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing Standards							
Text Types and Purposes							
2.W.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.						Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

2.W.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	No comments					Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.W.3	Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order and provide a sense of closure.	No comments					Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order and provide a sense of closure.
Production and Distribution of Writing							
2.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).	No comments					With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).
2.W.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	No comments					With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
2.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	No comments					With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge							
2.W.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	No comments					Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
2.W.8	Recall information from experiences or gather information from provided sources to answer a question.	No comments					Recall information from experiences or gather information from provided sources to answer a question.
2.W.9	(Begins in grade 4)	No comments					(Begins in grade 4)
Range of Writing							
2.W.10	(Begins in grade 3)	No comments					(Begins in grade 3)
Writing Standards: Foundational Skills							
Sound-letter Basics and Handwriting							

2.WF.1	Demonstrate and apply handwriting skills. a. Write legibly in manuscript. b. Write with sufficient fluency to support composition. c. Transcribe ideas legibly in manuscript with appropriate spacing.	1. Achieve: a. - This is a good addition. 2. Achieve: b. - As written, it is unclear exactly what this means. Does it mean that a student's composition is not hindered by the formation of letters, the actual physical practice of writing, or does it mean something else? 3. Dr. Abercrombie: The second grade standard for handwriting (2.WF.1) should more directly scaffold the skills needed to develop the skill to write in cursive in third grade, such as how students form manuscript letters and the clarity and form of the letters, skills needed for cursive writing. This was more clearly outlined in the first grade WF standards, but the second grade standards don't seem to build on the first grade standards.	Achieve a: non-actionable Achieve b: The standard should read, "Demonstrate and apply handwriting skills. a. Write legibly in manuscript using correct letter formation. b. Transcribe ideas in manuscript with automaticity and proper spacing.	Alignment with 1st and 3rd grade writing foundations In order to properly scaffold cursive writing in 3rd grade, 2nd grade students need to write in manuscript with automaticity, proper formation, and spacing.			Demonstrate and apply handwriting skills. a. Write legibly in manuscript using correct letter formation. b. Transcribe ideas in manuscript with automaticity and proper spacing.

2.WF.2	Demonstrate and apply sound-letter concepts.
	a. Write the most common graphemes (letters or letter groups) for each phoneme. For example:
	    1. Consonants: /s/= s, ss, ce, ci, cy
	            /f/= f, ff, ph
	            /k/= c, k, ck
	    2. Vowels: /o/= o, o_e, oa, ow (long o)
	            /a/=a, a_e, ai, ay, eigh (long a)
		1. Achieve: This is a good addition.	non-actionable				Demonstrate and apply sound-letter concepts.
							a. Write the most common graphemes (letters or letter groups) for each phoneme. For example:
							    1. Consonants: /s/= s, ss, ce, ci, cy
							            /f/= f, ff, ph
							            /k/= c, k, ck
							    2. Vowels: /o/= o, o_e, oa, ow (long o)
							            /a/= a, a_e, ai, ay, eigh (long a)

Spelling							

2.WF.3	Know and apply phonics and word analysis skills when encoding words. a. Spell regular, single-syllable words that include: 1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge). 2. Complex consonant blends (e.g., scr, str, squ). 3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue). 4. Vowel-r combinations (e.g., turn, star, third, four, for). 5. Contractions (e.g., we'll, I'm, they've, don't). 6. Homophones (e.g., bear, bare; past, passed). 7. Plurals and possessives (e.g., its, it's). b. Spell two- and three-syllable words that: 1. Combine closed, open, vowel teams, vowel-r, and CVe (Consonent-Vowel-silent e) syllables (e.g., compete, robot, violet, understand). 2. Include familiar compound words (e.g., houseboat, yellowtail). 3. Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less). c. Spell words with suffixes that require: 1. Consonant doubling (e.g., running, slipped). 2. Dropping silent e (e.g., smiled, paving). 3. Changing y to i (e.g., cried). d. Spell the 200 most often used words in English, as found in a research-based list, including: 1. Irregular words (e.g., against, many, enough, does). 2. Pattern-based words (e.g., which, kind, have).	1. Dr. Abercrombie: The most major concern that I have regarding this section is the Spelling standards for grades 1 and 2 are much more complex in terms of cognitive demand compared to the reading standards in other sections (the kindergarten standards seem well aligned). Decoding is a simpler cognitive task compared to encoding, therefore grammatical complexity should first be introduced in the reading standards, not in the writing standards. Finally, the grain size of the detail offered in these standards seems somewhat out of step with how the rest of the standards are generally written. 2. Achieve: Will AZ provide a list of the 200 most often used words in English?	Agree with feedback from Dr. Abercrombie The standard should read, "Know and apply phonics and word analysis skills when encoding words. a. Spell on-level, regular, single-syllable words that include: 1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge). 2. Complex consonant blends (e.g., scr, str, squ). 3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue). 4. Vowel-r combinations (e.g., turn, star, third, four, for). 5. Contractions (e.g., we'll, I'm, they've, don't). 6. Homophones (e.g., bear, bare; past, passed). 7. Plurals and possessives (e.g., its, it's). b. With prompting and support, spell two- and three-syllable words that: 1. Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand). 2. Include familiar compound words (e.g., houseboat, yellowtail). 3. Include the most common prefixes and derivational suffixes	Both 1st and 2nd grade teams agreed that on-level needed to be added in 1.WF.a and 2.WF.a to address the concern of cognitive demand. "With prompting and support" was added to 2.WF.b and 2.WF.c to address the need for teacher support for 2 and 3 syllable words as well as words with suffixes. This aligns with the 3.WF.1.	I am enthusiastic about articulating spelling progressions but believe that the specificity of some spelling standards suggest the use of only certain programs that match the progression outlined. As you know, scopes and sequences vary beyond basic agreed upon progressions and there is no research that supports one particular program. I am hopeful that these standards can be reviewed and limited to basic, widely agreed upon progressions.	Standard Should Read d. only: "Spell grade-level appropriate words in English, as found in a research-based list, including: 1. Irregular words (e.g., against, many, enough, does). 2. Pattern-based words (e.g., which, kind, have). *see guidelines under Word Lists in Glossary" Standard should read: c3. "changing y to i (e.g. cried, babies).	Know and apply phonics and word analysis skills when encoding words. a. Spell on-level, regular, single-syllable words that include: 1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge). 2. Complex consonant blends (e.g., scr, str, squ). 3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue). 4. Vowel-r combinations (e.g., turn, star, third, four, for). 5. Contractions (e.g., we'll, I'm, they've, don't). 6. Homophones (e.g., bear, bare; past, passed). 7. Plurals and possessives (e.g., its, it's). b. With prompting and support, spell two- and three-syllable words that: 1. Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand). 2. Include familiar compound words (e.g., houseboat, yellowtail). 3. Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less). c. With prompting and support, spell words with suffixes that require: 1. Consonant doubling (e.g., running, slipped). 2. Dropping silent e (e.g., smiled, paving). 3. Changing y to i (e.g., cried, babies). d. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including: 1. Irregular words (e.g., against, many, enough, does). 2. Pattern-based words (e.g., which, kind, have).
Speaking and Listening Standards							
Comprehension and Collaboration							

2.SL.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	No comments					Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2.SL.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	No comments					Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
2.SL.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	No comments					Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Presentation of Knowledge and Ideas							
2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	No comments					Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2.SL.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	1. Dr. Abercrombie: I suggest adding "with guidance and support from adults" to this standard, as the second graders are likely not able to create audio recordings independently.	With proper scaffolding, this standard is appropriate for mastery by the end of second grade.				Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
2.SL.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	No comments					Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

Language Standards						
Conventions of Standard English						
2.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g. sat, hit, and told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Use interjections (e.g., Yes! That is mine; Yes, that is mine!) g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so). h. Identify and use declarative, interrogative, imperative, and exclamatory sentences. i. With assistance, link sentences into a simple, cohesive paragraph that contains: main idea, supporting details, and conclusion.	1. Achieve: Substandards F, H, and I are great additions for grade 2.	non-actionable				Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g. sat, hit, and told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Use interjections (e.g., Yes! That is mine; Yes, that is mine!) g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so). h. Identify and use declarative, interrogative, imperative, and exclamatory sentences. i. With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, supporting details, and a conclusion.

| 2.L.2 | Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | 1. Dr. Abercrombie: e. - Standards around using dictionaries and glossaries to identify the meaning of words was moved to the WF section in 3rd grade, while it remained in the Language strand in grade 2.

2. Dr. Stotsky - As for omissions, I am surprised to see no specific dictionary skills expected of elementary students. In pre-Common Core Massachusetts standards, dictionary skills were to be taught in all elementary grades and were assessed on state tests for many years. Standards for dictionary skills should be added. | 1. The Working Group agrees with feedback. The standard will remain in the language strand for consistency and alignment in both 2nd and 3rd grade. (The standard will be moved from WF to language in 3rd).

2. In reflection of Dr. Stotky's comments, two standards relating to dictionary skills have been added to the Writing Foundations sub-strand. Additionally, Beginning in 2nd grade, there are 13 standards (1-2 per grade level) that address the use of dictionaries for reference in regards to spelling, word origins, definitions, pronounciation, and parts of speech. *Dictionary standards in the 2016 draft: 1. 2.L.2.e 2. 2.L.4.e | | | | Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |
|---|---|---|---|---|---|---|---|
| **Knowledge of Language** | | | | | | | |
| 2.L.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English. | No comments | | | | | Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English. |
| **Vocabulary Acquisition and Use** | | | | | | | |

| 2.L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
a. Use sentence-level context as a clue to the meaning of a word or phrase.
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. | 1. Dr. Stotsky: At every grade level, students are advised to draw from certain strategies to determine the meaning of unfamiliar words. The first strategy always recommended is to "use context clues." Not only should this pedagogical strategy be stricken from this document, it should not be taught in education methods courses. There is NO body of research to support it, and it doesn't make sense. Nor id the National Reading Panel's 2000 report recommend this strategy. In authentic writing, one usually does not find "clues" to the meaning of an unfamiliar word. Strong reading, writing, and speaking vocabularies are developed in other ways.

2. Dr. Stotsky - As for omissions, I am surprised to see no specific dictionary skills expected of elementary students. In pre-Common Core Massachusetts standards, dictionary skills were to be taught in all elementary grades and were assessed on state tests for many years. Standards for dictionary skills should be added. | 1. Standard should read:
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
a. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
c. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
d. Use sentence-level context as a clue to the meaning of a word or phrase.
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

2. In reflection of Dr. Stotsky's comments, two standards relating to dictionary skills were added to the Writing Foundations sub-strand. Additionally, Beginning in 2nd grade, there are 13 standards (1-2 per grade level) that address the use of dictionaries for reference in regards to spelling, word origins, definitions, pronounciation, and parts of speech | 1. Based on Dr. Stotsky's feedback and feedback from the Arizona Standards Development Committee in the 11/30/16 meeting, the indicator for context clues will be moved from the first strategy to a placement that better indicates that it is one strategy, not the primary strategy, for determining the meaning of an unknown word.

The indicator is not being removed completely because, according to Hibbard (2009), context clue instruction was found to improve students' word learning strategies. Students that received six weeks of explicit instruction in context clues were more able to effectively determine the meaning of unknown words than students that did not receive the instruction (Jensen, 2009). A multitude of words require specified syntactic and semantic contexts to assist learners to determine their meanings (Chilton & Ehri, 2015). According to research found in Appendix A (vocabulary instructional methods 4-33) of the National Reading Panel (1999), students used context clues embedded in paragraphs to help them learn meanings of unknown words. In contextual analysis, context clues are primarily used before reviewing words and definitions (NRP, 1999).This order and progression of word learning strategies in Appendix A of the National Reading Panel also supports the progression of using contextual analysis, then word analysis (root words and prefixes) and then reference materials as found in Language Standard 4 subcategories a through d. Research supports the presence of the indicator calling for the use of context as one clue to help determine the meaning of an unfamiliar word.
    The ELA standards are intended as an integrated model that addresses unknown words in the reading foundational standards (Standard 4), informational and literary standards (Standard 4), as well as the language standards (Standard 4). Through this integrated model, the use of context clues is necessary for the end goal of comprehension, inference, and deeper analysis. If removed, this will disrupt the horizontal and vertical alignment, as well as the intended progression of the ELA standards. Its removal would also remove focus on a key strategy employed by all readers to determine the meaning of unfamiliar words.

2. In reflection of Dr. Stotsky's comments, two standards relating to dictionary skills were added to the Writing Foundations sub-strand. | | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
a. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
c. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
d. Use sentence-level context as a clue to the meaning of a word or phrase.
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |
| 2.L.5 | Demonstrate understanding of word relationships and nuances in word meanings.
a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). | No comments | | | | | Demonstrate understanding of word relationships and nuances in word meanings.
a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
b. Identify synonyms and antonyms to distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). |

2.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	No comments					Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

3rd Grade

Standard Coding	Initial 2016 Draft Standards (As of 8/2016)	Technical Review Comment	Technical Review: Refinement	Technical Review: Notes	45-Day Public Comment that Led to a Change in a Standard (The full public comments for each grade level are contained in a separate spreadsheet.)	Refinement from Public Comment that Resulted in a Change to a Standard	Final ELA Standard (*Standards in red changed from the initial draft.)
Reading Standards for Literature							
Key Ideas and Details							
3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	No comments					Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RL.2	Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.	1. Achieve: The addition of "paraphrase" is an interesting one, as it will require students to focus on the central message instead of just recounting details. What would be the expectations for paraphrasing in grade 3? Some professional development for teachers may be helpful here, as well as clear expectations for assessment developers.					Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.
3.RL.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	No comments					Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Craft and Structure							
3.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	No comments					Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

3.RL.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	No comments					Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
3.RL.6	Distinguish one's own point of view from that of the narrator or those of the characters.	No comments					Distinguish one's own point of view from that of the narrator or those of the characters.
Integration of Knowledge and Ideas							
3.RL.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	No comments					Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
3.RL.8	(Not applicable to literature)	No comments					(Not applicable to literature)
3.RL.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	No comments					Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Range of Reading and Level of Text Complexity							
3.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.	1. Achieve: There should be some indication that grade 3 texts are at the high end of the text complexity band for grades 2-3. Without clear guidance on text complexity, this may be widely misunderstood. 2. Elizabeth Pope: It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like. 3. Dr. Stotsky: The draft standards do not provide any clues about the level of reading difficulty desired-at any grade. The suggestion that teachers use	Based on the technical feedback from Dr. Stotsky, Dr. Pope, and Achieve: The brief definition for *Text Complexity* was removed from the draft glossary. In its place was added an expanded document that defines text complexity, text difficulty, quantitative measures, and qualitative measures. This section further explains what it means to read "independently" and "proficiently". Additionally, this new section of the glossary provides guidance on how to use qualitiative and quantitative measures to determine text complexity and the appropriateness of a text for a grade-level.	1. Achieve: All comments a-c refer to the high or low end of the text complexity band. The RL 10 standards have been revised to state "By the end of the year, proficiently and independently read and comprehend literature including stories, dramas, and poety, in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." The revised RI 10 standard states "By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." Thus, there is a range embedded in the new standard allowing educators/local education agencies to choose the range appropriate for their students and meet their needs. Additionally, an expanded explanation of text complexity and related terms			By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.
Reading Standards for Informational Text							

Key Ideas and Details							
3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	No comments					Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RI.2	Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.	1. Achieve: The addition of paraphrase is a positive one. Consider adding the definition to the glossary so it is not confused with summarize.					Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.
3.RI.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	No comments					Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Craft and Structure							
3.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	No comments					Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
3.RI.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	No comments					Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
3.RI.6	Distinguish one's own point of view from that of the author of a text.	No comments					Distinguish one's own point of view from that of the author of a text.
Integration of Knowledge and Ideas							
3.RI.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	No comments					Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
3.RI.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	No comments					Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
3.RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	No comments					Compare and contrast the most important points and key details presented in two texts on the same topic.
Range of Reading and Level of Text Complexity							

3.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.	1. Achieve: There should be some indication that grade 2 texts are at the low end of the text complexity band for grades 2-3. Without clear guidance on text complexity, this may be widely misunderstood. 2. Elizabeth Pope: It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like. 3. Dr. Stotsky: The draft standards do not provide any clues about the level of reading difficulty desired-at any grade. The suggestion that teachers use	Based on the technical feedback from Dr. Stotsky, Dr. Pope, and Achieve: The brief definition for *Text Complexity* was removed from the draft glossary. In its place was added an expanded document that defines text complexity, text difficulty, quantitative measures, and qualitative measures. This section further explains what it means to read "independently" and "proficiently". Additionally, this new section of the glossary provides guidance on how to use qualitiative and quantitative measures to determine text complexity and the appropriateness of a text for a grade-level.	1. Achieve: All comments a-c refer to the high or low end of the text complexity band. The RL 10 standards have been revised to state "By the end of the year, proficiently and independently read and comprehend literature including stories, dramas, and poety, in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." The revised RI 10 standard states "By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." Thus, there is a range embedded in the new standard allowing educators/local education agencies to choose the range appropriate for their students and meet their needs. Additionally, an expanded explanation of text complexity and related terms			By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.
Reading Standards: Foundational Skills							
Phonics and Word Recognition							
3.RF.3	Know and apply phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Apply knowledge of the six syllable types to read grade-level words accurately. d. Read grade-level appropriate irregularly spelled words.	1. Achieve: This is a very close match to the 2010 standard.					Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Apply knowledge of the six syllable types to read grade-level words accurately. d. Read grade-level appropriate irregularly spelled words.
Fluency							

3.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	No comments					Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing Standards							
Text Types and Purposes							
3.W.1	Write opinion pieces on topics or texts, using reasons to support one's point of view. a. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.						Write opinion pieces on topics or texts, using reasons to support one's point of view. a. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.
3.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	No comments					Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.

3.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	No comments					Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
Production and Distribution of Writing							
3.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	No comments					With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
3.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	No comments					With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
3.W.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	No comments					With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
Research to Build and Present Knowledge							
3.W.7	Conduct short research projects that build knowledge about a topic.	No comments					Conduct short research projects that build knowledge about a topic.
3.W.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	No comments					Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
3.W.9	(Begins in grade 4)	No comments					(Begins in grade 4)
Range of Writing							
3.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	No comments					Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Writing Standards: Foundational Skills							
Sound-letter Basics and Handwriting							

3.WF.1	Demonstrate and apply handwriting skills. a. Read and write cursive letters, upper and lower case. b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.	1. Achieve: This is a good addition.					Demonstrate and apply handwriting skills. a. Read and write cursive letters, upper and lower case. b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.
3.WF.2	Standard ends at grade 2.	No comments					Standard ends at grade 2.
Spelling							

3.WF.3	Know and apply spelling conventions and patterns.
	a. Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families).
	b. Use a dictionary or thesaurus to check spellings of unknown words.
	c. Identify language of origin for words, as noted in dictionaries.
	d. Spell singular and plural possessives (e.g., teacher's, teachers').
	e. Spell regular two-and three-syllable words that:
	  1. Combine all basic syllable types: closed, VCe (Vowel-Consonent-silent e), open, vowel team, vowel-r, and consonant le.
	  2. Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion).
	f. Spell the 500 most common words in English, including regular and irregular forms, as found in a research-based list.
		1. Achieve: a. - Should the student action be "Spell" or "Write?" How is this (as written) not already included in RF.3?
		
		2. Achieve: d. - This is a nice addition! But how is this standard different from 3.L.2d? The only way a student could execute 3.L.2d is by writing.
		
		3. Achieve: e. - Should "Spell" be "Write?" How is this different from 3.L.2f?
		
		4. Achieve: f. - This standard may be impossible to assess. Providing a list of words may result in poor instructional practices in which teachers focus on the list at the expense of other vocabulary and word skills.
		
		5. Dr. Abercrombie: b. - Standards around using dictionaries and glossaries to identify the meaning of words was moved to the WF section in 3rd grade, while it remained in the Language strand in grade 2.
			The standard should read: Know and apply spelling conventions and patterns.
			a. Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families).
			b. Identify language of origin for words, as noted in dictionaries.
			c. Spell singular and plural possessives (e.g., teacher's, teachers').
			d. Spell regular two-and three-syllable words that:
			  1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le.
			  2. Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion).
			e. Spell the 500 most common words in English, including regular and irregular forms, as found in a research-based list.
				The standard will remain the same due to the fact that it is a spelling standard for 1 and 3. Agree with comment on f (*now e since the original b was removed). This indicator (*e) was clarified and the expectations are discussed in the ELA Glossary. B- will be removed
				
				6. In reflection of Dr. Stotky's comments, two standards relating to dictionary skills were added to the Writing Foundations sub-strand. Additionally, Beginning in 2nd grade, there are 13 standards (1-2 per grade level) that address the use of dictionaries for reference in regards to spelling, word origins, definitions, pronounciation, and parts of speech. *Dictionary standards in the 2016 draft:
				1. 2.L.2.e
				2. 2.L.4.e
				3. 3.L.2.g
				4. 3.L.4.d
				5. 4.L.4.c
				6. 5.L.4.c
				7. 6.L.4.c
					I am enthusiastic about articulating spelling progressions but believe that the specificity of some spelling standards suggest the use of only certain programs that match the progression outlined. As you know, scopes and sequences vary beyond basic agreed upon progressions and there is no research that supports one particular program. I am hopeful that these standards can be reviewed and limited to basic, widely agreed upon progressions.	Standard should read E Only "Spell grade-level appropriate words in English, as found in a research-based list, including:
						  1. Irregular words.
						  2. Pattern-based words.
						*see guidelines under Word Lists in Glossary"
							Know and apply spelling conventions and patterns.
							a. Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families).
							b. Identify language of origin for words, as noted in dictionaries.
							c. Spell singular and plural possessives (e.g., teacher's, teachers').
							d. Spell regular two-and three-syllable words that:
							  1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le.
							  2. Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion).
							e. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under *Word Lists* in the ELA Glossary), including:
							  1. Irregular words.
							  2. Pattern-based words.

Speaking and Listening Standards							
Comprehension and Collaboration							

3.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	No comments					Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding based on the discussion.
3.SL.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	No comments					Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3.SL.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	No comments					Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Presentation of Knowledge and Ideas							
3.SL.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	No comments					Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
3.SL.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	1. Dr. Abercrombie: Differentiating between engaging and non-engaging audio recordings is not measurable. Since this is the only grade level in which this standard mentions "engagement" as a goal, this aspect of the standard could possibly be eliminated.	Standard should read: Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	The Working Group agrees with Dr. Abercrombie's suggestion.			Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

3.SL.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	No comments					Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
Language Standards							
Conventions of Standard English							
3.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. j. Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.	1. Achieve: Including J may disrupt the progression for grades 4 and 5. A suggestion is to look at vertical alignment with those grades.					Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. j. Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.

3.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives.	1. Achieve: This is a very close match to the 2010 standard. 2. Dr. Stotsky - As for omissions, I am surprised to see no specific dictionary skills expected of elementary students. In pre-Common Core Massachusetts standards, dictionary skills were to be taught in all elementary grades and were assessed on state tests for many years. Standards for dictionary skills should be added.	No revision necessary	2. In reflection of Dr. Stotsky's comments, two standards relating to dictionary skills have been added to the Writing Foundations sub-strand. Additionally, Beginning in 2nd grade, there are 13 standards (1-2 per grade level) that address the use of dictionaries for reference in regards to spelling, word origins, definitions, pronounciation, and parts of speech. *Dictionary standards in the 2016 draft: 1. 2.L.2.e 2. 2.L.4.e 3. 3.L.2.g 4. 3.L.4.d 5. 4.L.4.c 6. 5.L.4.c 7. 6.L.4.c 8. 6.L.4.d 9. 7.L.4.c 10. 7.L.4.d 11. 8.L.4.c 12. 8.L.4.d			Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives.
Knowledge of Language							
3.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English.	No comments					Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English.
Vocabulary Acquisition and Use							

3.L.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrases. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	1. Dr. Stotsky: At every grade level, students are advised to draw from certain strategies to determine the meaning of unfamiliar words. The first strategy always recommended is to "use context clues." Not only should this pedagogical strategy be stricken from this document, it should not be taught in education methods courses. There is NO body of research to support it, and it doesn't make sense. Nor id the National Reading Panel's 2000 report recommend this strategy. In authentic writing, one usually does not find "clues" to the meaning of an unfamiliar word. Strong reading, writing, and speaking vocabularies are developed in other ways. 2. Achieve: The omission of part D weakens the standard. Students are learning precision of language with the phrase "to determine or clarify the precise meaning of key words and phrases." This revision completely loses that element.	1. Standard should read: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). c. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). d. Use sentence-level context as a clue to the meaning of a word or phrase. e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	1.Based on Dr. Stotsky's feedback and feedback from the Arizona Standards Development Committee in the 11/30/16 meeting, the indicator for context clues will be moved from the first strategy to a placement that better indicates that it is one strategy, not the primary strategy, for determining the meaning of an unknown word. The indicator is not being removed completely because, according to Hibbard (2009), context clue instruction was found to improve students' word learning strategies. Students that received six weeks of explicit instruction in context clues were more able to effectively determine the meaning of unknown words than students that did not receive the instruction (Jensen, 2009). A multitude of words require specified syntactic and semantic contexts to assist learners to determine their meanings (Chilton & Ehri, 2015). According to research found in Appendix A (vocabulary instructional methods 4-33) of the National			Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). c. Use sentence-level context as a clue to the meaning of a word or phrases. d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
3.L.5	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their uses (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).	No comments					Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their uses (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).
3.L.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).	No comments					Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).

4th Grade

Standard Coding	Initial 2016 Draft Standards (As of 8/2016)	Technical Review Comment	Technical Review: Refinement	Technical Review: Notes	45-Day Public Comment that Led to a Change in a Standard (The full public comments for each grade level are	Refinement from Public Comment that Resulted in a Change to a Standard	Final ELA Standard (*Standards in red changed from the initial draft.)
Reading Standards for Literature							
Key Ideas and Details							
4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	No comments					Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	No comments					Determine a theme of a story, drama, or poem from details in the text; summarize the text.
4.RL.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	No comments					Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Craft and Structure							

| 4.RL.4 | Determine the meaning of words, phrases, and figurative language found in stories, myths, and traditional literature from different cultures, including those that allude to significant characters. | 1. Achieve: Strengths with this standard include: the focus on determining the meaning of words and phrases; the addition of figurative language; and the addition of literature from different cultures.

However, possible areas of concern include: the omission of poetry in the definition of text, which is where a lot of figurative language happens; the lack of clarity in how "stories" is different from traditional literature in different cultures (i.e., traditional literature from different cultures may still be a story), an example may be useful here; without "Herculean," the standard loses some clarity. | The standard should read: Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters. | Agree to adding poetry. We choose not to identify a specific piece of traditional literature because that would be a curricular decision. We choose to leave in figurative language so students are exposed to concept and given instruction. | | | Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters. |

4.RL.5	Explain the overall structure and major differences between poetry, drama, and prose.	1. Achieve: The omission of "when writing or speaking about a text" is important, as it focuses teachers attention on how students should respond. This revision reduces the standard to explaining how poems, drama, and prose are different. A critical aspect of the standard (referring to the structural elements) has been lost. As written, the standard could be addressed with the question "How is a poem different from a play?" In the ELA10, students would have been expected to return back to the specific elements in poems, dramas, and prose when discussing the meaning of text.	No revision needed	curriculum decision			Explain the overall structure and major differences between poetry, drama, and prose.
4.RL.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.	No comments					Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.
Integration of Knowledge and Ideas							
4.RL.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	No comments					Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
4.RL.8	(Not applicable to literature)	No comments					(Not applicable to literature)
4.RL.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	No comments					Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Range of Reading and Level of Text Complexity							

4.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.	1. Achieve: There should be some indication that grade 4 texts are at the low end of the text complexity band for grades 4-5. Without clear guidance on text complexity, this may be widely misunderstood. 2. Elizabeth Pope: It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like. 3. Dr. Stotsky: The draft	Based on the technical feedback from Dr. Stotsky, Dr. Pope, and Achieve: The brief definition for *Text Complexity* was removed from the draft glossary. In its place was added an expanded document that defines text complexity, text difficulty, quantitative measures, and qualitative measures. This section further explains what it means to read "independently" and "proficiently". Additionally, this new section of the glossary provides guidance on how to use qualitiative and quantitative measures to determine text complexity and the appropriateness of a text for a grade-level.	1. Achieve: All comments a-c refer to the high or low end of the text complexity band. The RL 10 standards have been revised to state "By the end of the year, proficiently and independently read and comprehend literature including stories, dramas, and poety, in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." The revised RI 10 standard states "By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." Thus, there is a			By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.
Reading Standards for Informational Text							
Key Ideas and Details							
4.RI.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	No comments					Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	No comments					Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4.RI.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	No comments					Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Craft and Structure							
4.RI.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	No comments					Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

4.RI.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.	No comments					Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.
4.RI.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided.	No comments					Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided.
Integration of Knowledge and Ideas							
4.RI.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	No comments					Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
4.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.	No comments					Explain how an author uses reasons and evidence to support particular points in a text.
4.RI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	No comments					Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity							

| 4.RI.10 | By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4. | 1. Achieve: There should be some indication that grade 4 texts are at the low end of the text complexity band for grades 4-5. Without clear guidance on text complexity, this may be widely misunderstood.

2. Elizabeth Pope: It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like.

3. Dr. Stotsky: The draft standards do not provide any clues about the level of reading difficulty desired-at any grade. The suggestion that teachers use | Based on the technical feedback from Dr. Stotsky, Dr. Pope, and Achieve: The brief definition for *Text Complexity* was removed from the draft glossary. In its place was added an expanded document that defines text complexity, text difficulty, quantitative measures, and qualitative measures. This section further explains what it means to read "independently" and "proficiently". Additionally, this new section of the glossary provides guidance on how to use qualitiative and quantitative measures to determine text complexity and the appropriateness of a text for a grade-level. | 1. Achieve: All comments a-c refer to the high or low end of the text complexity band. The RL 10 standards have been revised to state "By the end of the year, proficiently and independently read and comprehend literature including stories, dramas, and poety, in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." The revised RI 10 standard states "By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." Thus, there is a | | | By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4. |
| **Reading Standards: Foundational Skills** | | | | | | |
| **Phonics and Word Recognition** | | | | | | |

4.RF.3	Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context. a. Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately. b. Apply knowledge of the six syllable patterns to read grade level words accurately. c. Use combined knowledge of morphology (e.g., roots and affixes) to read grade level words accurately.	1. Achieve: What is meant by "combined knowledge of morphology?" What is being combined? That wording needs some clarity. What is a "grade level word," or who determines it? This might put pressure on the state department of education to produce a list, which may result in some negative externalities, including those specific words being taught at the expense of others in order to game an assessment system.	No revision needed	curriculum decision			Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context. a. Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately. b. Apply knowledge of the six syllable patterns to read grade level words accurately. c. Use combined knowledge of morphology (e.g., roots and affixes) to read grade level words accurately.
Fluency							
4.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	1. Achieve: The change from on-level to grade- level is fine, provided there are definitions for grade-level. NOTE: Here is the note Achieve left for 5.RF.4, which addresses the same concern: "1. Achieve: It is not clear why the standard distinguishes between "grade level" and "on level" for A and B. A, purpose and understanding, speaks to comprehension, so it is unclear how is it different from RL/RI standard 10? The standard was intended here for students to have practice with reading on their reading level because the purpose of the RF standards is different from the RI/RL standards. The inclusion of grade level detracts from the intent in a meaningful way. Having both grade level and on level under the same standard may create confusion for educators.	no change needed	use of "grade-level" is consistent grades 3-5. Prior discussions based on MOWR legislation			Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards							
Text Types and Purposes							
4.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.						Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.
4.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	No comments					Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

4.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	No comments					Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
Production and Distribution of Writing							
4.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).	No comments					Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
4.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).	No comments					With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
4.W.6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.	1. Achieve: Without a minimum length expectation, this revision could also pose an equity issue.	No revision needed	Minimum length expectation removed to allow for range of writing dependent upon purpose and task.			With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.
Research to Build and Present Knowledge							
4.W.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	No comments					Conduct short research projects that build knowledge through investigation of different aspects of a topic.
4.W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.	No comments					Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

4.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature. b. Apply grade 4 Reading standards to informational texts.	1. Achieve: The revision is a lot cleaner and easier to digest. This also focuses the standard on the importance of reading in support of writing.					Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature. b. Apply grade 4 Reading standards to informational texts.
Range of Writing							
4.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	No comments					Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Writing Standards: Foundational Skills							
Sound Letter Basics and Handwriting							
4.WF.1	Standard was not present in the initial 2016 draft of the ELA Standards.				If teaching cursive is required in third grade this standard needs to be continued into the next grade levels so the skills are not lost. This happened when I taught 5th grade 20 years ago, because students did not continue cursive in 4th grade I would need to retch in 5th.	Working group agrees the WF standard 1 should extend through 5th grade to support mastery of cursive and manuscript. Standard should read " Demonstrate and apply handwriting skills.a. Read and write cursive letters, upper and lower case.b. Transcribe ideas legibly and fluently in cursive and manuscript. The inclusion of cursive writing standards is supported by current brain research. Producing legible writing quickly may feel like an automatic process for adults but for children, the development of handwriting is a complex task requiring coordination of cognitive, motor, and neuromotor skills (Dinehart, 2015). When writing in cursive, the word becomes a unit rather than a series of separate strokes and correct spelling is more likely to be retained	Demonstrate and apply handwriting skills a. Read and write cursive letters, upper and lower case. b. Transcribe ideas legibly and fluently with appropriate spacing and indentation.

Speaking and Listening Standards							
Comprehension and Collaboration							
4.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	No comments					Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
4.SL.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	No comments					Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
4.SL.3	Identify the reasons and evidence a speaker provides to support particular points.	No comments					Identify the reasons and evidence a speaker provides to support particular points.
Presentation of Knowledge and Ideas							
4.SL.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	No comments					Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
4.SL.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	No comments					Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
4.SL.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).	No comments					Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).
Language Standards							
Conventions of Standard English							

4.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their). h. Write and organize one or more paragraphs that contain: an introduction of the topic, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)	1. Achieve: h. - Nice addition! It is unclear how "introduction of the topic" is different from "topic sentence" in grade 5, an example would be helpful here in distinguishing the two. This standard seems a lot more appropriately placed for grade 4 students. If AZ retained some version of the Progressive Skills Chart, perhaps this should be included? It is a skill that is introduced in grade 4, but refined in the upper elementary grades.	The standard should read for h. : h. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)	Clarification and to match grade 5.			Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their). h. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
4.L.2	Demonstrate command of the conventions of Standard English: Capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	No comments					Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.
Knowledge of Language							

4.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	No comments					Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
Vocabulary Acquisition and Use							
4.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	1. Dr. Stotsky: At every grade level, students are advised to draw from certain strategies to determine the meaning of unfamiliar words. The first strategy always recommended is to "use context clues." Not only should this pedagogical strategy be stricken from this document, it should not be taught in education methods courses. There is NO body of research to support it, and it doesn't make sense. Nor id the National Reading Panel's 2000 report recommend this strategy. In authentic writing, one usually does not find "clues" to the meaning of an unfamiliar word. Strong reading, writing, and speaking vocabularies are developed in other ways. 2. Dr. Stotsky - As for omissions, I am surprised to see no specific dictionary skills expected of elementary students. In pre-Common Core Massachusetts standards, dictionary skills were to be taught in all elementary grades and were assessed on state tests for	1. Standard should read: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). b. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 2. In reflection of Dr. Stotky's comments, two standards relating to dictionary skills were	1. Based on Dr. Stotsky's feedback and feedback from the Arizona Standards Development Committee in the 11/30/16 meeting, the indicator for context clues will be moved from the first strategy to a placement that better indicates that it is one strategy, not the primary strategy, for determining the meaning of an unknown word. The indicator is not being removed completely because, according to Hibbard (2009), context clue instruction was found to improve students' word learning strategies. Students that received six weeks of explicit instruction in context clues were more able to effectively			Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). b. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

| 4.L.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
b. Recognize and explain the meaning of common idioms, adages, and proverbs.
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical | No comments | | | | | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
b. Recognize and explain the meaning of common idioms, adages, and proverbs.
c. Demonstrate understanding of words by relating them to their synonyms and antonyms. |
| 4.L.6 | Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation) | No comments | | | | | Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |

5th

Standard Coding	Initial 2016 Draft Standards (As of 8/2016)	Technical Review Comment	Technical Review: Refinement	Technical Review: Notes	45-Day Public Comment that Led to a Change in a Standard (The full public ...)	Refinement from Public Comment that Resulted in a Change to a Standard	Final ELA Standard (*Standards in red changed from the initial draft.)
Reading Standards for Literature							
Key Ideas and Details							
5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the	No comments					Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RL.2	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem	No comments					Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a
5.RL.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in	No comments					Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the
Craft and Structure							
5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as	No comments					Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5.RL.5	Explain the overall structure of a text: how a series of chapters, scenes, or stanzas fits into the overall work.	1. Achieve: This has an issue of clarity. The structure of the revised standard is a bit hard to follow, the colon throws the reader off, perhaps because this is the only standard structured in such a way. Story, drama, and poem are missing from the expectation, meaning that it is quite possible that some students will move throughout grade 5 without reading any dramas or poems, creating an equity issue.	The standard should read: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Additional information for clarity			Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
5.RL.6	Describe how a narrator's or speaker's point of view influences how events are described.	No comments					Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas							

5.RL.7	Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).	1. Achieve: How would purpose be determined separately from how it affects meaning? This revision has a clarity issue.	No revision needed	Clear as written			Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).
5.RL.8	(Not applicable to literature)	No comments					(Not applicable to literature)
5.RL.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	No comments					Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text							
5.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.	1. Achieve: There should be some indication that grade 5 texts are at the high end of the text complexity band. Without strong guidance on text complexity, this may be widely misunderstood. 2. Elizabeth Pope: It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like. 3. Dr. Stotsky: The draft standards do not provide any clues about the level of reading difficulty desired-at any grade. The suggestion that teachers use "qualitative and quantitative measures appropriate to the grade" are of little use. How would new teachers, especially, know what is appropriate to the grade? Most teachers don't have time to apply quantitative measures to every text they want to consider. Nor will a coherent curriculum result from the use of such measures.	Based on the technical feedback from Dr. Stotsky, Dr. Pope, and Achieve: The brief definition for *Text Complexity* was removed from the draft glossary. In its place was added an expanded document that defines text complexity, text difficulty, quantitative measures, and qualitative measures. This section further explains what it means to read "independently" and "proficiently". Additionally, this new section of the glossary provides guidance on how to use qualitative and quantitative measures to determine text complexity and the appropriateness of a text for a grade-level.	1. Achieve: All comments a-c refer to the high or low end of the text complexity band. The RL 10 standards have been revised to state "By the end of the year, proficiently and independently read and comprehend literature including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." The revised RI 10 standard states "By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." Thus, there is a range embedded in the new standard allowing educators/local education agencies to choose the range appropriate for their students and meet their needs. Additionally, an expanded explanation of text complexity and related terms is included in the glossary. **2.** Elizabeth Pope: The terms "proficiently" and "independently" are expanded upon in the Text Complexity section that was added to the ELA Glossary, which will help to guide educators when applying the standard. 3. Dr. Stotsky: The newly phrased text complexity standards provide clarification that educators are to use quantitative and qualitative measures to determine whether a text is appropriately complex for a specific grade-level. The newly expanded text complexity section in the glossary defines these terms and explains how to employ them together to determine text complexity. The newly phrased standards and the new text complexity section of the glossary will provide guidance to educators while empowering schools and districts to make informed text selections for their students. 4. Response to public comments calling for the addition of "reader and task considerations" to the standards: Reader and task considerations are part of the qualitative measures in			By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
Reading Standards for Informational Text							
Key Ideas and Details							

5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	No comments					Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RI.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	No comments					Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
5.RI.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.	No comments					Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.
Craft and Structure							
5.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	No comments					Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
5.RI.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.	No comments					Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.
5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	No comments					Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas							
5.RI.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	No comments					Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

5.RI.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	No comments					Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
5.RI.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	No comments					Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text							
5.RI.10	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.	1.Achieve: There should be some indication that grade 5 texts are at the high end of the text complexity band. Without strong guidance on text complexity, this may be widely misunderstood.

2. Elizabeth Pope: It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like.

3. Dr. Stotsky: The draft standards do not provide any clues about the level of reading difficulty desired-at any grade. The suggestion that teachers use "qualitative and quantitative measures appropriate to the grade" are of little use. How would new teachers, especially, know what is appropriate to the grade? Most teachers don't have time to apply quantitative measures to every text they want to consider. Nor will a coherent curriculum result from the use of such measures. | Based on the technical feedback from Dr. Stotsky, Dr. Pope, and Achieve: The brief definition for *Text Complexity* was removed from the draft glossary. In its place was added an expanded document that defines text complexity, text difficulty, quantitative measures, and qualitative measures. This section further explains what it means to read "independently" and "proficiently". Additionally, this new section of the glossary provides guidance on how to use qualitiative and quantitative measures to determine text complexity and the appropriateness of a text for a grade-level. | 1. Achieve: All comments a-c refer to the high or low end of the text complexity band. The RL 10 standards have been revised to state "By the end of the year, proficiently and independently read and comprehend literature including stories, dramas, and poety, in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." The revised RI 10 standard states "By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." Thus, there is a range embedded in the new standard allowing educators/local education agencies to choose the range appropriate for their students and meet their needs. Additionally, an expanded explanation of text complexity and related terms is included in the glossary.

2. Elizabeth Pope: The terms "proficiently" and "independently" are expanded upon in the Text Complexity section that was added to the ELA Glossary, which will help to guide educators when applying the standard.

3. Dr. Stotsky: The newly phrased text complexity standards provide clarification that educators are to use quantitative and qualitative measures to determine whether a text is approrpriately complex for a specific grade-level. The newly expanded text complexity section in the glossary defines these terms and explains how to employ them together to determine text complexity. The newly phrased standards and the new text complexity section of the glossary will provide guidance to educators while empowering schools and districts to make informed text selections for their students.

4. Response to public comments calling for the addition of "reader and task considerations" to the standards: Reader and task considerations are part of the qualitative measures in | | | By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5. |
| **Reading Standards: Foundational Skills** | | | | | | | |
| **Phonics and Word Recognition** | | | | | | | |

5.RF.3	Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context. a. Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words. b. Apply knowledge of the six syllable patterns to read grade level words accurately. c. Use combined knowledge of morphology to read grade level words accurately. d. Know and apply common, grade-appropriate Greek and Latin affixes and roots to accurately read unfamiliar words.	1. Achieve: The wording is confusing in places. The ELA10 standard includes in context and out of context, this is about decoding, not the meaning of words, so it is important students can decode out of context. Knowing Greek and Latin roots and affixes is an important skill and really helps students who tune into them. They use the word "common" which helps to narrow, but it could be helpful to include a list, ELA10 includes this requirement in the language standards.	No revision needed	Clear as written			Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context. a. Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words. b. Apply knowledge of the six syllable patterns to read grade level words accurately. c. Use combined knowledge of morphology to read grade level words accurately. d. Know and apply common, grade-appropriate Greek and Latin affixes and roots to accurately read unfamiliar words.
Fluency							
5.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	1. Achieve: It is not clear why the standard distinguishes between "grade level" and "on level" for A and B. A, purpose and understanding, speaks to comprehension, so it is unclear how is it different from RL/RI standard 10? The standard was intended here for students to have practice with reading on their reading level because the purpose of the RF standards is different from the RI/RL standards. The inclusion of grade level detracts from the intent in a meaningful way. Having both grade level and on level under the same standard may create confusion for educators.	No revision needed	Language is consistent with "grade-level" for grades 3-5. Prior discussion based on MOWR Legislation			Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing Standards							
Text Types and Purposes							

5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.						Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.

5.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding	No comments					Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation

5.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	No comments					Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
Production and Distribution of Writing							
5.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	No comments					Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)	No comments					With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
5.W.6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.	1. Achieve: An undefined length expectation could lead to equity issues.	No revision needed	Minimum length expectation removed to allow for range of writing dependent upon purpose and task.			With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.
Research to Build and Present Knowledge							
5.W.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.	1. Achieve: The addition of "to answer a specific question" brings focus to writing, and highlights that research answers questions. However, the wording "a specific question" may be unintentionally narrowing, especially if a students is conducting research and has more than one question to address.	No revision needed	Clear as written			Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.
5.W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	No comments					Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

5.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature. b. Apply grade 5 Reading standards to informational texts.	1. Achieve: The revision is a lot cleaner and easier to digest. This also focuses the standard on the importance of reading in support of writing.					Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature. b. Apply grade 5 Reading standards to informational texts.
Range of Writing							
5.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	No comments					Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Writing: Foundational Skills							
Sound Letter Basics and Handwriting							

5.WF.1	This standard was not present in the initial draft of the 2016 ELA Standards.				If teaching cursive is required in third grade this standard needs to be continued into the next grade levels so the skills are not lost. This happened when I taught 5th grade 20 years ago, because students did not continue cursive in 4th grade I would need to retch in 5th.	Working group agrees the WF standard 1 should extend through 5th grade to support mastery of cursive and manuscript. Standard should read " Demonstrate and apply handwriting skills.a. Read and write cursive letters, upper and lower case.b. Transcribe ideas legibly and fluently in cursive and manuscript. The inclusion of cursive writing standards is supported by current brain research. Producing legible writing quickly may feel like an automatic process for adults but for children, the development of handwriting is a complex task requiring coordination of cognitive, motor, and	Demonstrate and apply handwriting skills. a. Read and write cursive letters, upper and lower case. b. Transcribe ideas legibly and fluently with appropriate spacing and indentation.
Speaking and Listening Standards							
Comprehension and Collaboration							

5.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	No comments					Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions based on information and knowledge gained from the discussions.
5.SL.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	No comments					Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
5.SL.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	No comments					Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Presentation of Knowledge and Ideas							

5.SL.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	No comments					Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5.SL.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	No comments					Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
5.SL.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	No comments					Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)
Language Standards							
Conventions of Standard English							

| 5.L.1 | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
c. Use verb tense to convey various times, sequences, states, and conditions.
d. Recognize and correct inappropriate shifts in verb tense.
e. Use correlative conjunctions (e.g., either/or, neither/nor).
f. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3). | No comments | | | | | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
c. Use verb tense to convey various times, sequences, states, and conditions.
d. Recognize and correct inappropriate shifts in verb tense.
e. Use correlative conjunctions (e.g., either/or, neither/nor).
f. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3). |

5.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.	No comments					Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.
Knowledge of Language							
5.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	No comments					Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
Vocabulary Acquisition and Use							

5.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	1. Dr. Stotsky: At every grade level, students are advised to draw from certain strategies to determine the meaning of unfamiliar words. The first strategy always recommended is to "use context clues." Not only should this pedagogical strategy be stricken from this document, it should not be taught in education methods courses. There is NO body of research to support it, and it doesn't make sense. Nor id the National Reading Panel's 2000 report recommend this strategy. In authentic writing, one usually does not find "clues" to the meaning of an unfamiliar word. Strong reading, writing, and speaking vocabularies are developed in other ways.\n\n2. Dr. Stotsky - As for omissions, I am surprised to see no specific dictionary skills expected of elementary students. In pre-Common Core Massachusetts standards, dictionary skills were to be taught in all elementary grades and were assessed on state tests for many years. Standards for dictionary skills should be added.	1. Standards should read: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). b. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.\n\n2. See note: The K-12 ELA standards for dictionary skills were augmented in the Writing Foundations sub-strand.	1. Based on Dr. Stotsky's feedback and feedback from the Arizona Standards Development Committee in the 11/30/16 meeting, the indicator for context clues will be moved from the first strategy to a placement that better indicates that it is one strategy, not the primary strategy, for determining the meaning of an unknown word.\n\nThe indicator is not being removed completely because, according to Hibbard (2009), context clue instruction was found to improve students' word learning strategies. Students that received six weeks of explicit instruction in context clues were more able to effectively determine the meaning of unknown words than students that did not receive the instruction (Jensen, 2009). A multitude of words require specified syntactic and semantic contexts to assist learners to determine their meanings (Chilton & Ehri, 2015). According to research found in Appendix A (vocabulary instructional methods 4-33) of the National Reading Panel (1999), students used context clues embedded in paragraphs to help them learn meanings of unknown words. In contextual analysis, context clues are primarily used before reviewing words and definitions (NRP, 1999).This order and progression of word learning strategies in Appendix A of the National Reading Panel also supports the progression of using contextual analysis, then word analysis (root words and prefixes) and then reference materials as found in Language Standard 4 subcategories a through d. Research supports the presence of the indicator calling for the use of context as one clue to help determine the meaning of an unfamiliar word.\n\n The ELA standards are intended as an integrated model that addresses unknown words in the reading foundational standards (Standard 4), informational and literary standards (Standard 4), as well as the language standards (Standard 4). Through this integrated model, the use of context clues is necessary for the end goal of comprehension, inference, and deeper analysis. If			Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). b. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	No comments					Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

| 5.L.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, | No comments | | | | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

6th Grade

Standard Coding	Initial 2016 Draft Standards (As of 8/2016)	Technical Review Comment	Technical Review: Refinement	Technical Review: Notes	45-Day Public Comment that Led to a Change in a Standard (The full public comments for each grade level are contained in a separate spreadsheet.)	Refinement from Public Comment that Resulted in a Change to a Standard	Final ELA Standard (*Standards in red changed from the initial draft.)
Reading Standards for Literature							
Key Ideas and Details							
6.RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	No comments					Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6.RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	No comments					Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
6.RL.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	No comments					Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Craft and Structure							
6.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	No comments					Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

6.RL.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	No comments					Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6.RL.6	Explain how an author develops the point of view of the narrator or speaker in a text.	No comments					Explain how an author develops the point of view of the narrator or speaker in a text.
Integration of Knowledge and Ideas							
6.RL.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	No comments					Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
6.RL.8	(Not applicable to literature)	No comments					(Not applicable to literature)
6.RL.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	No comments					Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Range of Reading and Level of Text							

6.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.	1. Achieve: There should be some indication that grade 6 texts are at the low end of the text complexity band. Without strong guidance on text complexity, this may be wildly misunderstood. What happens with assessment developers? They will have their own definition. Does AZ have quantitative measures defined for each grade or grade band? The other issue is that each grade band has defined this differently which creates even more confusion. 2. Elizabeth Pope: It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like. 3. Dr. Stotsky: The draft standards do not provide any clues about the level of reading difficulty desired-at any grade. The suggestion that teachers use "qualitative and quantitative measures appropriate to the grade" are of little use. How would new teachers, especially, know what is appropriate to the grade? Most teachers don't have time to apply quantitative measures to every text they want to consider. Nor will a coherent curriculum result from the use of such measures.	Based on the technical feedback from Dr. Stotsky, Dr. Pope, and Achieve: The brief definition for *Text Complexity* was removed from the draft glossary. In its place was added an expanded document that defines text complexity, text difficulty, quantitative measures, and qualitative measures. This section further explains what it means to read "independently" and "proficiently". Additionally, this new section of the glossary provides guidance on how to use qualitiative and quantitative measures to determine text complexity and the appropriateness of a text for a grade-level.	1. Achieve: All comments a-c refer to the high or low end of the text complexity band. The RL 10 standards have been revised to state "By the end of the year, proficiently and independently read and comprehend literature including stories, dramas, and poety, in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." The revised RI 10 standard states "By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." Thus, there is a range embedded in the new standard allowing educators/local education agencies to choose the range appropriate for their students and meet their needs. Additionally, an expanded explanation of text complexity and related terms is included in the glossary. **2.** Elizabeth Pope: The terms "proficiently" and "independently" are expanded upon in the Text Complexity section that was added to the ELA Glossary, which will help to guide educators when applying the standard. 3. Dr. Stotsky: The newly phrased text complexity standards provide clarification that educators are to use quantitative and qualitative measures to determine whether a text is approrpriately complex for a specific grade-level. The newly expanded text complexity section in the glossary defines these terms and explains how to employ them together to determine text complexity. The newly phrased standards and the new text complexity section of the glossary will provide guidance to educators while empowering schools and districts to make informed text selections for their students. 4. Response to public comments calling for the addition of "reader and task considerations" to the standards: Reader and			By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
Reading Standards for Informational Text							
Key Ideas and Details							
6.RI.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	No comments					Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6.RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.	No comments					Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.

6.RI.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).	No comments					Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
Craft and Structure							
6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	No comments					Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
6.RI.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	No comments					Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
6.RI.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	No comments					Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Integration of Knowledge and Ideas							
6.RI.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	No comments					Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
6.RI.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	No comments					Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

6.RI.9	Compare and contrast one author's presentation of events with that of another author.	1. Achieve: The elimination of the example (from the 2010 standard) may cause some confusion in the field. Consider adding another example appropriate to grade 6 if the original one felt too narrow.	The K-12 workgroup made a decision to remove all examples that appeared to dictate curriculum. Examples can be added at the local level.				Compare and contrast one author's presentation of events with that of another author.
Range of Reading and Level of Text							
6.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.	1. Achieve: There should be some indication that grade 6 texts are at the low end of the text complexity band. Without strong guidance on text complexity, this may be wildly misunderstood. What happens with assessment developers? They will have their own definition. Does AZ have quantitative measures defined for each grade or grade band? The other issue is that each grade band has defined this differently which creates even more confusion.

2. Elizabeth Pope: It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like.

3. Dr. Stotsky: The draft standards do not provide any clues about the level of reading difficulty desired-at any grade. The suggestion that teachers use "qualitative and quantitative measures appropriate to the grade" are of little use. How would new teachers, especially, know what is appropriate to the grade? Most teachers don't have time to apply quantitative measures to every text they want to consider. Nor will a coherent curriculum result from the use of such measures. | Based on the technical feedback from Dr. Stotsky, Dr. Pope, and Achieve: The brief definition for *Text Complexity* was removed from the draft glossary. In its place was added an expanded document that defines text complexity, text difficulty, quantitative measures, and qualitative measures. This section further explains what it means to read "independently" and "proficiently". Additionally, this new section of the glossary provides guidance on how to use qualitative and quantitative measures to determine text complexity and the appropriateness of a text for a grade-level. | 1. Achieve: All comments a-c refer to the high or low end of the text complexity band. The RL 10 standards have been revised to state "By the end of the year, proficiently and independently read and comprehend literature including stories, dramas, and poety, in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." The revised RI 10 standard states "By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." Thus, there is a range embedded in the new standard allowing educators/local education agencies to choose the range appropriate for their students and meet their needs. Additionally, an expanded explanation of text complexity and related terms is included in the glossary.

2. Elizabeth Pope: The terms "proficiently" and "independently" are expanded upon in the Text Complexity section that was added to the ELA Glossary, which will help to guide educators when applying the standard.

3. Dr. Stotsky: The newly phrased text complexity standards provide clarification that educators are to use quantitative and qualitative measures to determine whether a text is approrpriately complex for a specific grade-level. The newly expanded text complexity section in the glossary defines these terms and explains how to employ them together to determine text complexity. The newly phrased standards and the new text complexity section of the glossary will provide guidance to educators while empowering schools and districts to make informed text selections for their students.

4. Response to public comments calling for the addition of "reader and task considerations" to the standards: Reader and | | | By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6. |
| **Writing Standards** | | | | | | | |
| **Text Types and Purposes** | | | | | | | |

| 6.W.1 | Write arguments to support claims with clear reasons and relevant evidence.
a. Introduce claim(s) and organize the reasons and evidence clearly.
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from the argument presented. | No comments | | | | | Write arguments to support claims with clear reasons and relevant evidence.
a. Introduce claim(s) and organize the reasons and evidence clearly.
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from the argument presented. |

| 6.W.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate transitions to clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style.
f. Provide a concluding statement or section that follows from the information or explanation presented. | No comments | | | | | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate transitions to clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style.
f. Provide a concluding statement or section that follows from the information or explanation presented. |

6.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	No comments					Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.
Production and Distribution of Writing							
6.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	No comments					Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

6.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command	No comments					With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language
6.W.6	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to	No comments					Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in
Research to Build and Present Knowledge							
6.W.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	No comments					Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
6.W.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	No comments					Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

6.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature. b. Apply grade 6 Reading standards to literary nonfiction.	No comments					Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature. b. Apply grade 6 Reading standards to literary nonfiction.
Range of Writing							
6.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	No comments					Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening Standards							
Comprehension and Collaboration							

6.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	No comments					Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
6.SL.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.	No comments					Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
6.SL.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	No comments					Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Presentation of Knowledge and Ideas							

6.SL.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	No comments					Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
6.SL.5	Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.	No comments					Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.
6.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	No comments					Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
Language Standards							
Conventions of Standard English							

6.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, and possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	No comments					Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, and possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
6.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Use correct spelling.	1. Achieve: This is a good revision, the new wording makes the substandards parallel.	Comment supports the revised standard.				Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Use correct spelling.
Knowledge of Language							

6.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistent style and tone.	1. Achieve: The change is the omission of the asterisk to indicate that the skill will need continuous attention as students move throughout the grades. Has this expectation been retained, through something like the Language Progressive Skills Chart, or has it been dropped? If it has been dropped, how are language expectations handled as students' writing becomes more complex?	The current Language Progressive Skills Chart is no longer in the standards but will be included in forthcoming guidance documents.				Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistent style and tone.
Vocabulary Acquisition and Use							
6.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	1. Dr. Stotsky: At every grade level, students are advised to draw from certain strategies to determine the meaning of unfamiliar words. The first strategy always recommended is to "use context clues." Not only should this pedagogical strategy be stricken from this document, it should not be taught in education methods courses. There is NO body of research to support it, and it doesn't make sense. Nor id the National Reading Panel's 2000 report recommend this strategy. In authentic writing, one usually does not find "clues" to the meaning of an unfamiliar word. Strong reading, writing, and speaking vocabularies are developed in other ways. 2. Dr. Stotsky - As for omissions, I am surprised to see no specific dictionary skills expected of elementary students. In pre-Common Core Massachusetts standards, dictionary skills were to be taught in all elementary grades and were assessed on state tests for many years. Standards for dictionary skills should be added.	1. Standard should read: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase. 2. See note: The K-12 ELA standards for dictionary skills were augmented in	1. Based on Dr. Stotsky's feedback and feedback from the Arizona Standards Development Committee at the 11/30/16 meeting, the indicator for context clues will be moved from the first strategy to a placement that better indicates that it is one strategy, not the primary strategy, for determining the meaning of an unknown word. Additionally, the parenthetical reference to using context in indicator "d" will be removed so that there is not duplication within the standard and to align vertically with the 11-12th grade, which removed the parenthetical reference alltogether. The indicator is not being removed completely because, according to Hibbard (2009), context clue instruction was found to improve students' word learning strategies. Students that received six weeks of explicit instruction in context clues were more able to effectively determine the meaning of unknown words than students that did not receive the instruction (Jensen, 2009). A multitude of words require specified syntactic and semantic contexts to assist learners to determine their meanings (Chilton & Ehri, 2015). According to research found in Appendix A (vocabulary instructional methods 4-33) of the National Reading Panel (1999), students used context clues embedded in paragraphs to help them learn meanings of unknown words. In contextual analysis, context clues are primarily used before reviewing words and definitions (NRP, 1999).This order and progression of word learning strategies in Appendix A of the National Reading Panel also supports the progression of using contextual analysis, then word analysis (root words and prefixes) and then reference materials as found in Language Standard 4 subcategories a through d. Research supports the presence of the indicator calling for the use of context as one clue to help determine the meaning of an unfamiliar word. The ELA standards are intended as an integrated model that addresses unknown words in the reading foundational standards (Standard 4), informational and literary standards (Standard 4), as well as the language standards (Standard 4). Through this integrated model, the use of context clues is necessary for the end goal of comprehension, inference, and deeper analysis. If removed			Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase.

| 6.L.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Interpret figures of speech (e.g., personification) in context.
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). | No comments | | | | | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Interpret figures of speech (e.g., personification) in context.
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). |
| 6.L.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | No comments | | | | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

7th Grade

Standard Coding	Initial 2016 Draft Standards (As of 8/2016)	Technical Review Comment	Technical Review: Refinement	Technical Review: Notes	45-Day Public Comment that Led to a Change in a Standard	Refinement from Public Comment that Resulted in a Change to a Standard	Final ELA Standard (*Standards in red changed from the initial draft.)
Reading Standards for Literature							
Key Ideas and Details							
7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	No comments					Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	No comments					Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
7.RL.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	No comments					Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Craft and Structure							
7.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	1. Achieve: The standard is broadened to include word choices on meaning and tone and to include rhymes and other repetitions of sound. This allows for greater flexibility for teachers and assessment designers.					Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
7.RL.5	Analyze the structure of a text, including how a drama or poem's form or structure contributes to its meaning.	1. Achieve: This revision expands beyond poetry and drama, to include poetry and drama. In RL, what other forms would call for the structure helping to create meaning?	A variety of literary text have different structures that can affect meaning.				Analyze the structure of a text, including how a drama or poem's form or structure contributes to its meaning.

7.RL.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	No comments					Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Integration of Knowledge and Ideas							
7.RL.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	No comments					Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
7.RL.8	(Not applicable to literature)	No comments					(Not applicable to literature)
7.RL.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	No comments					Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
Range of Reading and Level of Text Complexity							

7.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.	1. Achieve: The measure for quantitative complexity overlaps in grades 6- 8, and without clear guiding documents for determining text complexity, it will be difficult for teachers and assessment designers to select text. AZ should make sure to publish clear documentation as a part of the standards for the expectations of text complexity. 2. Elizabeth Pope: It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like. 3. Dr. Stotsky: The draft standards do not provide any clues about the level of reading difficulty desired-at any grade. The suggestion that teachers use "qualitative and quantitative measures appropriate to the grade" are of little use. How would new teachers, especially, know what is appropriate to the grade? Most teachers don't have time to apply quantitative measures to every text they want to consider. Nor will a coherent curriculum result from the use of such measures.	Based on the technical feedback from Dr. Stotsky, Dr. Pope, and Achieve: The brief definition for *Text Complexity* was removed from the draft glossary. In its place was added an expanded document that defines text complexity, text difficulty, quantitative measures, and qualitative measures. This section further explains what it means to read "independently" and "proficiently". Additionally, this new section of the glossary provides guidance on how to use qualitative and quantitative measures to determine text complexity and the appropriateness of a text for a grade-level.	1. Achieve: All comments a-c refer to the high or low end of the text complexity band. The RL 10 standards have been revised to state "By the end of the year, proficiently and independently read and comprehend literature including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." The revised RI 10 standard states "By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." Thus, there is a range embedded in the new standard allowing educators/local education agencies to choose the range appropriate for their students and meet their needs. Additionally, an expanded explanation of text complexity and related terms is included in the glossary. **2.** Elizabeth Pope: The terms "proficiently" and "independently" are expanded upon in the Text Complexity section that was added to the ELA Glossary, which will help to guide educators when applying the standard. 3. Dr. Stotsky: The newly phrased text complexity standards provide clarification that educators are to use quantitative and qualitative measures to determine whether a text is appropriately complex for a specific grade-level. The newly expanded text complexity section in the glossary defines these terms and explains how to employ them together to determine text complexity. The newly phrased standards and the new text complexity section of the glossary will provide guidance to educators while empowering schools and districts to make informed text selections for their students. 4. Response to public comments calling for the addition of "reader and task considerations" to the standards: Reader and task considerations are part of the qualitative measures in instructional decision-making process and are included in the newly revised glossary addition of text complexity.			By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.
Reading Standards for Informational Text							
Key Ideas and Details							
7.RI.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	No comments					Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7.RI.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	No comments					Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

7.RI.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	No comments					Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Craft and Structure							
7.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone.	1. Achieve: "Word choice" was expanded to "word choices" to hit the fact that within a text multiple words contribute to tone and meaning. This is a strong revision.	Comment is in support of the revision.				Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone.
7.RI.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	No comments					Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
7.RI.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	No comments					Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
Integration of Knowledge and Ideas							
7.RI.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	No comments					Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
7.RI.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	No comments					Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

7.RI.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	No comments					Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Range of Reading and Level of Text Complexity							
7.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.	1. Achieve: The measure for quantitative complexity overlaps in grades 6- 8, and without clear guiding documents for determining text complexity, it will be difficult for teachers and assessment designers to select text. AZ should make sure to publish clear documentation as a part of the standards for the expectations of text complexity. 2. Elizabeth Pope: It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like. 3. Dr. Stotsky: The draft standards do not provide any clues about the level of reading difficulty desired-at any grade. The suggestion that teachers use "qualitative and quantitative measures appropriate to the grade" are of little use. How would new teachers, especially, know what is appropriate to the grade? Most teachers don't have time to apply quantitative measures to every text they want to consider. Nor will a coherent curriculum result from the use of such measures.	Based on the technical feedback from Dr. Stotsky, Dr. Pope, and Achieve: The brief definition for *Text Complexity* was removed from the draft glossary. In its place was added an expanded document that defines text complexity, text difficulty, quantitative measures, and qualitative measures. This section further explains what it means to read "independently" and "proficiently". Additionally, this new section of the glossary provides guidance on how to use qualitative and quantitative measures to determine text complexity and the appropriateness of a text for a grade-level.	1. Achieve: All comments a-c refer to the high or low end of the text complexity band. The RL 10 standards have been revised to state "By the end of the year, proficiently and independently read and comprehend literature including stories, dramas, and poety, in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." The revised RI 10 standard states "By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." Thus, there is a range embedded in the new standard allowing educators/local education agencies to choose the range appropriate for their students and meet their needs. Additionally, an expanded explanation of text complexity and related terms is included in the glossary. **2.** Elizabeth Pope: The terms "proficiently" and "independently" are expanded upon in the Text Complexity section that was added to the ELA Glossary, which will help to guide educators when applying the standard. 3. Dr. Stotsky: The newly phrased text complexity standards provide clarification that educators are to use quantitative and qualitative measures to determine whether a text is approprietnly complex for a specific grade-level. The newly expanded text complexity section in the glossary defines these terms and explains how to employ them together to determine text complexity. The newly phrased standards and the new text complexity section of the glossary will provide guidance to educators while empowering schools and districts to make informed text selections for their students. 4. Response to public comments calling for the addition of "reader and task considerations" to the standards: Reader and task considerations are part of the qualitative measures in instructional decision-making process and are included in the newly revised glossary addition of text complexity.			By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.
Writing Standards							
Text Types and Purposes							

| 7.W.1 | Write arguments to support claims with clear reasons and relevant evidence.
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented. | No comments | | | | | Write arguments to support claims with clear reasons and relevant evidence.
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented. |

| 7.W.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the | No comments | | | | | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the |

7.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	No comments					Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
Production and Distribution of Writing							
7.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).	No comments					Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).

7.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)	No comments					With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
7.W.6	Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	No comments					Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.
Research to Build and Present Knowledge							
7.W.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	No comments					Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
7.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	No comments					Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
7.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature. b. Apply grade 7 Reading standards to literary nonfiction.	No comments					Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature. b. Apply grade 7 Reading standards to literary nonfiction.

Range of Writing							
7.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	No comments					Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening Standards							
Comprehension and Collaboration							
7.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.	No comments					Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
7.SL.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.	No comments					Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.

7.SL.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	No comments					Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
Presentation of Knowledge and Ideas							
7.SL.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, appropriate vocabulary, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	1. Achieve: The addition of "appropriate vocabulary" strengthens the standard and provides a strong back up to RL/RI.4 and L.4. This revision is nicely done.	Comment is in support of the revision.				Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, appropriate vocabulary, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
7.SL.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	No comments					Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
7.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)	No comments					Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)
Language Standards							
Conventions of Standard English							

7.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	No comments					Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
7.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie. He wore an old, green shirt). b. Use correct spelling.	1. Achieve: b. - The new wording makes substandards parallel. This is a good revision.	Comment is in support of the revision.				Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Use correct spelling.
Knowledge of Language							
7.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	No comments					Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
Vocabulary Acquisition and Use							

| 7.L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by | 1. Dr. Stotsky: At every grade level, students are advised to draw from certain strategies to determine the meaning of unfamiliar words. The first strategy always recommended is to "use context clues." Not only should this pedagogical strategy be stricken from this document, it should not be taught in education methods courses. There is NO body of research to support it, and it doesn't make sense. Nor id the National Reading Panel's 2000 report recommend this strategy. In authentic writing, one usually does not find "clues" to the meaning of an unfamiliar word. Strong reading, writing, and speaking vocabularies are developed in other ways.

2. Dr. Stotsky - As for omissions, I am surprised to see no specific dictionary skills expected of elementary students. In pre-Common Core Massachusetts standards, dictionary skills were to be taught in all elementary grades and were assessed on state tests for many years. Standards for dictionary skills should be added. | 1. Standard should read: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
d. Verify the preliminary determination of the meaning of a word or phrase.

2. See note: The K-12 ELA | 1. Based on Dr. Stotsky's feedback and feedback from the Arizona Standards Development Committee at the 11/30/16 meeting, the indicator for context clues will be moved from the first strategy to a placement that better indicates that it is one strategy, not the primary strategy, for determining the meaning of an unknown word. Additionally, the parenthetical reference to using context in indicator "d" will be removed so that there is not duplication within the standard and to align vertically with the 11-12th grade, which removed the parenthetical reference alltogether.

The indicator is not being removed completely because, according to Hibbard (2009), context clue instruction was found to improve students' word learning strategies. Students that received six weeks of explicit instruction in context clues were more able to effectively determine the meaning of unknown words than students that did not receive the instruction (Jensen, 2009). A multitude of words require specified syntactic and semantic contexts to assist learners to determine their meanings (Chilton & Ehri, 2015). According to research found in Appendix A (vocabulary instructional methods 4-33) of the National Reading Panel (1999), students used context clues embedded in paragraphs to help them learn meanings of unknown words. In contextual analysis, context clues are primarily used before reviewing words and definitions (NRP, 1999).This order and progression of word learning strategies in Appendix A of the National Reading Panel also supports the progression of using contextual analysis, then word analysis (root words and prefixes) and then reference materials as found in Language Standard 4 subcategories a through d. Research supports the presence of the indicator calling for the use of context as one clue to help determine the meaning of an unfamiliar word.

   The ELA standards are intended as an integrated model that addresses unknown words in the reading foundational standards (Standard 4), informational and literary standards (Standard 4), as well as the language standards (Standard 4) | | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
d. Verify the preliminary determination of the meaning of a word or phrase. |

| 7.L.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). | 1. Achieve: Biblical allusions have been expanded to religious allusions. This may pose a problem in subsequent grades, where the bible and specific biblical stories are alluded to in other texts. | This will not "pose a problem in subsequent grades" as all biblical allusions have been removed as examples that appear to dictate curriculum. "The [B]ible and specific biblical stories" would still fall under the umbrella of "religious...allusions". | | | | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). |
| 7.L.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | No comments | | | | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

8th Grade

Standard Coding	Initial 2016 Draft Standards (As of 8/2016)	Technical Review Comment	Technical Review: Refinement	Technical Review: Notes	45-Day Public Comment that Led to a Change in a Standard	Refinement from Public Comment that Resulted in a Change to a Standard	Final ELA Standard (*Standards in red changed from the initial draft.)
Reading Standards for Literature							
Key Ideas and Details							
8.RL.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	No comments					Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
8.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	No comments					Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
8.RL.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	No comments					Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure							
8.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	No comments					Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
8.RL.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	No comments					Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

8.RL.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	No comments					Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Integration of Knowledge and Ideas							
8.RL.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	No comments					Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8.RL.8	(Not applicable to	No comments					(Not applicable to
8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works, including describing how the material is rendered new.	1. Achieve: The standard omits the Bible as an intended inclusion. While religious works are still included, knowledge of biblical allusions will allow students to comprehend more complex literature and most classic works in following grades.	"Knowledge of biblical allusions" falls under the umbrella of "relgious works".				Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works, including describing how the material is rendered new.
Range of Reading and Level of Text							

8.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.	1. Achieve: The measure for quantitative complexity overlaps in grades 6-8, and without clear guiding documents for determining text complexity, it will be difficult for teachers and assessment designers to select text. 2. Elizabeth Pope: It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like. 3. Dr. Stotsky: The draft standards do not provide any clues about the level of reading difficulty desired-at any grade. The suggestion that teachers use "qualitative and quantitative measures appropriate to the grade" are of little use. How would new teachers, especially, know what is appropriate to the grade? Most teachers don't have time to apply quantitative measures to every text they want to consider. Nor will a coherent curriculum result from the use of such measures.	Based on the technical feedback from Dr. Stotsky, Dr. Pope, and Achieve: The brief definition for *Text Complexity* was removed from the draft glossary. In its place was added an expanded document that defines text complexity, text difficulty, quantitative measures, and qualitative measures. This section further explains what it means to read "independently" and "proficiently". Additionally, this new section of the glossary provides guidance on how to use qualitiative and quantitative measures to determine text complexity and the appropriateness of a text for a grade-level.	1. Achieve: All comments a-c refer to the high or low end of the text complexity band. The RL 10 standards have been revised to state "By the end of the year, proficiently and independently read and comprehend literature including stories, dramas, and poety, in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." The revised RI 10 standard states "By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." Thus, there is a range embedded in the new standard allowing educators/local education agencies to choose the range appropriate for their students and meet their needs. Additionally, an expanded explanation of text complexity and related terms is included in the glossary. 2. Elizabeth Pope: The terms "proficiently" and "independently" are expanded upon in the Text Complexity section that was added to the ELA Glossary, which will help to guide educators when applying the standard. 3. Dr. Stotsky: The newly phrased text complexity standards provide clarification that educators are to use quantitative and qualitative measures to determine whether a text is approrpriately complex for a specific grade-level. The newly expanded text complexity section in the glossary defines these terms and explains how to employ them together to determine text complexity. The newly phrased standards and the new text complexity section of the glossary will provide guidance to educators while empowering schools and districts to make informed text selections for their students. 4. Response to public comments calling for the addition of "reader and task considerations" to the standards: Reader and task considerations are part of the qualitative measures in instructional decision-making process and are included in the			By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.
Reading Standards for Informational Text							
Key Ideas and Details							
8.RI.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	No comments					Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
8.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	No comments					Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

8.RI.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	No comments					Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure							
8.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	No comments					Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
8.RI.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	No comments					Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
8.RI.6	Determine an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	1. Achieve: This has an issue with clarity. The inclusion of "and" will pose a problem for assessment developers. "And" implies that all three have to be included, which will make one long and cumbersome item. It is recommended to use "or" or "and/or" for flexibility.	The focus of the workgroup is on standards that drive instruction; all three should be included in classroom instruction and classroom assessment. "Assessment developer" concerns are not the primary focus of the workgroup.				Determine an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas							
8.RI.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	No comments					Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

8.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	No comments					Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
8.RI.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	No comments					Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Range of Reading and Level of Text							
8.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.	1. Achieve: The measure for quantitative complexity overlaps in grades 6-8, and without clear guiding documents for determining text complexity, it will be difficult for teachers and assessment designers to select text. 2. Elizabeth Pope: It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like. 3. Dr. Stotsky: The draft standards do not provide any clues about the level of reading difficulty desired-at any grade. The suggestion that teachers use "qualitative and quantitative measures appropriate to the grade" are of little use. How would new teachers, especially, know what is appropriate to the grade? Most	Based on the technical feedback from Dr. Stotsky, Dr. Pope, and Achieve: The brief definition for *Text Complexity* was removed from the draft glossary. In its place was added an expanded document that defines text complexity, text difficulty, quantitative measures, and qualitative measures. This section further explains what it means to read "independently" and "proficiently". Additionally, this new section of the glossary provides guidance on how to use qualitiative and quantitative measures to determine text complexity and the appropriateness of a text for a grade-level.	1. Achieve: All comments a-c refer to the high or low end of the text complexity band. The RL 10 standards have been revised to state "By the end of the year, proficiently and independently read and comprehend literature including stories, dramas, and poety, in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." The revised RI 10 standard states "By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." Thus, there is a range embedded in the new standard allowing educators/local education agencies to choose the range appropriate for their students and meet their needs. Additionally, an expanded explanation of text complexity and related terms is included in the glossary. **2.** Elizabeth Pope: The terms "proficiently" and "independently" are expanded upon in the Text Complexity section that was added to the ELA Glossary, which will help to guide educators when applying the standard. 3. Dr. Stotsky: The newly phrased text complexity standards provide clarification that educators are to use quantitative and qualitative			By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.
Writing Standards							
Text Types and Purposes							

| 8.W.1 | Write arguments to support claims with clear reasons and relevant evidence.
a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented. | No comments | | | | | Write arguments to support claims with clear reasons and relevant evidence.
a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented. |

8.W.2						
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	1. Achieve: Switching the order of "well- chosen" and "relevant" organizes the standard in a much cleaner way. This revision speaks to the process of selecting details-- essentially, the revision requires that the details, quotations or other examples have to be well-chosen before then can be deemed to be relevant. If this is the intent, teachers may need professional development on the emphasis of the new order.	Yes, the intent was to require, "that the details, quotations or other examples have to be well-chosen before they can be deemed to be relevant."			Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

8.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	No comments					Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
Production and Distribution of Writing						
8.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	No comments					Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

8.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)	No comments					With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
8.W.6	Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	No comments					Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
Research to Build and Present Knowledge							

8.W.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	No comments					Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	No comments					Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
8.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature. b. Apply grade 8 Reading standards to literary nonfiction.	1. Achieve: This has strong clarity. This focuses the student to return to the reading standards in support of his/her writing without the language being overly burdensome for teachers. Essentially, students are executing the same process, but the wording here is much cleaner.	Comment is in support of the revision.				Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature. b. Apply grade 8 Reading standards to literary nonfiction.
Range of Writing							

8.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	No comments					Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening Standards							
Comprehension and Collaboration							
8.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	No comments					Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.

8.SL.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	No comments					Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
8.SL.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	No comments					Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Presentation of Knowledge and Ideas							
8.SL.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	No comments					Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
8.SL.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	No comments					Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

8.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	No comments					Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)
Language Standards						
Conventions of Standard English						
8.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb, voice, and mood.	1. Achieve: The comma between "verb" and "voice" creates some confusion here. Is the revision intended to mean shifts in verb tense? Shifts between active and passive voice? While verb voice (active and passive) and verb mood (indicative, imperative, subjunctive) are commonly understood terms, "verb" means as a stand alone entity in terms of shifts is not. This may create confusion instructionally--what are teachers expected to do--as well as in terms of assessment.	In order to align L.1.d to L.1.a-c, the standard should read, "Recognize and correct inappropriate use of and/or shifts in verbals, voice, and mood."				Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verbals, voice, and mood.

8.L.2	2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Use correct spelling.	1. Achieve: This is a close match to the 2010 standard.	Comment is in support of the revision.			2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Use correct spelling.
Knowledge of Language						
8.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	No comments				Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
Vocabulary Acquisition and Use						

| 8.L.4 | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | 1. Dr. Stotsky: At every grade level, students are advised to draw from certain strategies to determine the meaning of unfamiliar words. The first strategy always recommended is to "use context clues." Not only should this pedagogical strategy be stricken from this document, it should not be taught in education methods courses. There is NO body of research to support it, and it doesn't make sense. Nor id the National Reading Panel's 2000 report recommend this strategy. In authentic writing, one usually does not find "clues" to the meaning of an unfamiliar word. Strong reading, writing, and speaking vocabularies are developed in other ways.

2. Dr. Stotsky - As for omissions, I am surprised to see no specific dictionary skills expected of elementary students. In pre-Common Core Massachusetts standards, dictionary skills were to be taught in all elementary grades and were assessed on state tests for many years. Standards for dictionary skills should be added. | 1. Standard should read: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede). b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase.

2. See note: The K-12 ELA standards for dictionary skills were augmented in the | 1. Based on Dr. Stotsky's feedback and feedback from the Arizona Standards Development Committee at the 11/30/16 meeting, the indicator for context clues will be moved from the first strategy to a placement that better indicates that it is one strategy, not the primary strategy, for determining the meaning of an unknown word. Additionally, the parenthetical reference to using context in indicator "d" will be removed so that there is not duplication within the standard and to align vertically with the 11-12th grade, which removed the parenthetical reference alltogether.

The indicator is not being removed completely because, according to Hibbard (2009), context clue instruction was found to improve students' word learning strategies. Students that received six weeks of explicit instruction in context clues were more able to effectively determine the meaning of unknown words than students that did not receive the instruction (Jensen, 2009). A multitude of words require specified syntactic and semantic contexts to assist learners to determine their meanings (Chilton & Ehri, 2015). According to research found in Appendix A (vocabulary instructional methods 4-33) of the National Reading Panel (1999), students used context clues embedded in paragraphs to help them learn meanings of unknown words. In contextual analysis, context clues are primarily used before reviewing words and definitions (NRP, 1999).This order and progression of word learning strategies in Appendix A of the National Reading Panel also supports the progression of using contextual analysis, then word analysis (root words and prefixes) and then reference materials as found in Language Standard 4 subcategories a through d. Research supports the presence of the indicator calling for the use of context as one clue to help determine the meaning of an unfamiliar word.
  The ELA standards are intended as an integrated model that addresses unknown words in the reading foundational standards (Standard 4), informational and literary standards (Standard 4), as well as the language standards (Standard 4) | | | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede). b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase. |

8.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	No comments					Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
8.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	No comments					Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

9th-10th Grades

Standard Coding	Initial 2016 Draft Standards (As of 8/2016)	Technical Review Comment	Technical Review: Refinement	Technical Review: Notes	45-Day Public Comment that Led to a Change in a Standard	Refinement from Public Comment that Resulted in Change	Final ELA Standard (*Standards in red changed from the initial draft.)
Reading Standards for Literature							
Key Ideas and Details							
9-10.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	No comments					Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
9-10.RL.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	No comments					Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
9-10.RL.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	No comments					Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Craft and Structure							
9-10.RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.	No comments					Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
9-10.RL.5	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.	No comments					Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.

9-10.RL.6	Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.	1. Achieve: The standard has been broadened to literary texts, presumably those both inside and outside the U.S.; "point of view" has been expanded to "points of view." As written, the standard could mean that students don't read texts outside the US, which changes the intent drastically, and may limit exposure of world literature for some students.	no revision This is a curricular decision by the local education agency.	*NOTE: This standard was changed by the working group at the 9-23-16 meeting. Achieve reviewed the standard as it appeared prior to the change: 11-12.RL.6 - Analyze how point of view impacts the implicit and explicit meanings in a text. The standard was changed on 9/23/16 to read: 11-12.RL.6 - Analyze how the narrative point of view impacts the implicit and explicit meanings in a text.			Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.
Integration of Knowledge and Ideas							
9-10.RL.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	1. Achieve: The omission of the examples reduces clarity and does not provide any tangible expectations for an abstract concept to educators.	no revision This is a curricular decision by the local education agency.				Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
9-10.RL.8	(Not applicable to literature)	No comments					(Not applicable to literature)
9-10.RL.9	Analyze how an author draws on and transforms source material in a specific work.	1. Achieve: The examples have been omitted; as a result, the expectations for the standard are not as clear.	no revision This is a curricular decision by the local education agency.				Analyze how an author draws on and transforms source material in a specific work.
Range of Reading and Level of Text Complexity							

9-10.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.	1. Achieve: Without distinguishing an increase in complexity between grades 9 and 10, it is possible that students do not move to increasingly complex text by the end of 10th grade. Additionally, the new wording may make text selection difficult for test developers in both grades. 2. Elizabeth Pope: It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like. 3. Dr. Stotsky: The draft standards do not provide any clues about the level of reading difficulty desired-at any grade. The suggestion that teachers use "qualitative and quantitative measures appropriate to the grade" are of little use. How would new teachers, especially, know what is appropriate to the grade? Most teachers don't have time to apply quantitative measures to every text they want to consider. Nor will a coherent curriculum result from the use of such measures.	Based on the technical feedback from Dr. Stotsky, Dr. Pope, and Achieve: The brief definition for *Text Complexity* was removed from the draft glossary. In its place was added an expanded document that defines text complexity, text difficulty, quantitative measures, and qualitative measures. This section further explains what it means to read "independently" and "proficiently". Additionally, this new section of the glossary provides guidance on how to use qualitiative and quantitative measures to determine text complexity and the appropriateness of a text for a grade-level.	1. Achieve: All comments a-c refer to the high or low end of the text complexity band. The RL 10 standards have been revised to state "By the end of the year, proficiently and independently read and comprehend literature including stories, dramas, and poety, in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." The revised RI 10 standard states "By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." Thus, there is a range embedded in the new standard allowing educators/local education agencies to choose the range appropriate for their students and meet their needs. Additionally, an expanded explanation of text complexity and related terms is included in the glossary. **2.** Elizabeth Pope: The terms "proficiently" and "independently" are expanded upon in the Text Complexity section that was added to the ELA Glossary, which will help to guide educators when applying the standard. 3. Dr. Stotsky: The newly phrased text complexity standards provide clarification that educators are to use quantitative and qualitative measures to determine whether a text is approrpriately complex for a specific grade-level. The newly expanded text complexity section in the glossary defines these terms and explains how to employ them together to determine text complexity. The newly phrased standards and the new text complexity section of the glossary will provide guidance to educators while empowering schools and districts to make informed text selections for their students. 4. Response to public comments calling for the addition of "reader and task considerations" to the standards: Reader and task considerations are part of the qualitative measures in instructional decision-making process and are included in the newly revised glossary addition of text complexity.			By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.
Reading Standards for Informational Text							
Key Ideas and Details							
9-10.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as	No comments					Cite strong and thorough textual evidence to support analysis of what the text says explicitly as
9-10.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	No comments					Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

9-10.RI.3	Analyze how the author organizes an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	1.Achieve: "Organizes" speaks more to text structure, aligning better with standard 5. The rewording may result in teachers and assessment designers interpreting text structure instead of focusing more on how elements in a text interact, which is the intent of the anchor standard.	Standard shoul.d read: Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.				Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Craft and Structure							
9-10.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	1. Achieve: The omission of the parenthetical examples weakens the standard, as the expectations for analyzing tone in grades 9-10 are not clear.	no revision The parenthetical does not give an expectation and the revised language allows for language study in a wider variety of texts.				Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
9-10.RI.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	No comments					Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
9-10.RI.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	No comments					Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Integration of Knowledge and Ideas							
9-10.RI.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	No comments					Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

9-10.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	No comments					Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
9-10.RI.9	Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.	1. Achieve: The omission of parenthetical examples for specific relevant works (e.g., Washington's Farewell Address) and the inclusion of both seminal/primary documents may pose a vertical alignment problem for grades 11-12, which separate seminal and primary across standards 8 and 9.	no revision This is a curricular decision of the local education agency.				Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.
Range of Reading and Level of Text Complexity							
9-10.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9. By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 10.	1. Achieve: Without distinguishing an increase in complexity between grades 9 and 10, it is possible that students do not move to increasingly complex text by the end of 10th grade. Additionally, the new wording may make text selection difficult for test developers in both grades. 2. Elizabeth Pope: It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like. 3. Dr. Stotsky: The draft standards do not provide any clues about the level of reading difficulty desired-at any grade. The suggestion that teachers use "qualitative and quantitative measures appropriate to the grade" are of little use. How would new teachers, especially, know what is appropriate to the grade? Most teachers don't have time to apply quantitative measures to every text they want to consider. Nor will a coherent curriculum result from the use of such measures.	Based on the technical feedback from Dr. Stotsky, Dr. Pope, and Achieve: The brief definition for *Text Complexity* was removed from the draft glossary. In its place was added an expanded document that defines text complexity, text difficulty, quantitative measures, and qualitative measures. This section further explains what it means to read "independently" and "proficiently". Additionally, this new section of the glossary provides guidance on how to use qualitiative and quantitative measures to determine text complexity and the appropriateness of a text for a grade-level.	1. Achieve: All comments a-c refer to the high or low end of the text complexity band. The RL 10 standards have been revised to state "By the end of the year, proficiently and independently read and comprehend literature including stories, dramas, and poety, in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." The revised RI 10 standard states "By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." Thus, there is a range embedded in the new standard allowing educators/local education agencies to choose the range appropriate for their students and meet their needs. Additionally, an expanded explanation of text complexity and related terms is included in the glossary. **2.** Elizabeth Pope: The terms "proficiently" and "independently" are expanded upon in the Text Complexity section that was added to the ELA Glossary, which will help to guide educators when applying the standard. 3. Dr. Stotsky: The newly phrased text complexity standards provide clarification that educators are to use quantitative and qualitative measures to determine whether a text is approrpriately complex for a specific grade-level. The newly expanded text complexity section in the glossary defines these terms and explains how to employ them together to determine text complexity. The newly phrased standards and the new text complexity section of the glossary will provide guidance to educators while empowering schools and districts to make informed text selections for their students. 4. Response to public comments calling for the addition of "reader and task considerations" to the standards: Reader and task considerations are part of the qualitative measures in instructional decision-making process and are included in the newly revised glossary addition of text complexity.			By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9. By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 10.
Writing Standards							
Text Types and Purposes							

| 9-10.W.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from and supports the argument presented. | No comments | | | | | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from and supports the argument presented. |

| 9-10.W.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
e. Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | 1. Achieve: "Objective" was changed to "appropriate" in section E. The change is much more precise and will aid teachers in instruction. | no change

they agree | | | | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
e. Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

9-10.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, relevent descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	1. Achieve: The revision changes the wording from "telling details" to "descriptive details," and is an improvement on the standard. "Descriptive" is more precise than "telling," and raises the expectations for students appropriately.	no change they agree				Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Production and Distribution of Writing							
9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	1. Achieve: There do not appear to be any changes (from the 2010 standard).					Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

9-10.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	No comments					Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
9-10.W.6	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	No comments					Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Research to Build and Present Knowledge							
9-10.W.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	No comments					Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
9-10.W.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	No comments					Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9-10.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9-10 Reading standards to literature. b. Apply grades 9-10 Reading standards to informational and nonfiction text.	1. Achieve: The omission of the examples neither strengthens nor weakens the standard.				Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9-10 Reading standards to literature. b. Apply grades 9-10 Reading standards to informational and nonfiction text.
Range of Writing						
9-10.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	No comments				Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Speaking and Listening Standards						
Comprehension and Collaboration						

9-10.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	No comments				Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.
9-10.SL.2	Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.	No comments					Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source.
9-10.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	No comments					Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Presentation of Knowledge and Ideas						

9-10.SL.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	1. Dr. Stotsky - Few speaking standards can be found in this strand. Standards eliciting talk were chiefly for discussion purposes. I strongly recommend inserting standards on the development of children's speaking skills. For example, in grade 1, one could expect all students to explain orally personally interests, tell stories, or recite poems, speaking clearly with adequate volume and keeping eye contact with the audience. By grade 12, all students should be able to critique a formal speech given by a member of the local community at a public meeting using a professional scoring guide (e.g., a guide for Toastmasters International contests). The Speech Communication Association had a useful set of standards for K-12. There are others also worth looking at. http://files.eric.ed.gov/fulltext/ED395353.pdf	The Working Group reviewed Dr. Stotsky's suggestion and found that the current form of the Speaking & Listening standards address the heart of her concerns about presentation skills and evaluating presentations by speakers, with the exception of grades 9-12. (Also, the standards that she refenences are no longer used by the National Communication Association (see note)). The Working Group believes that "speaking clearly" is covered in Standard 1 when grades 3-12 asks students to express their ideas "clearly." This is also covered in Standard #4 when grade 2 says, "speaking audibly", grades 3-5 says, "speak clearly at a understandable pace", and grades 6-8 says, "use appropriate eye contact, adequate volume, and clear pronunciation." **Based on Dr. Stotsky's recommendation, the following revisions will be**	1. The National Communication Association has the following statement on its website regarding its K-12 standards (www.natcom.org/K-12Resources/): "the College Board has published content standards for middle school and high school English Language Arts and Mathematics and Statistics. The College Board Standards for College Success define a developmental progression of rigorous learning objectives for six courses in middle school and high school that will lead all students to being prepared for AP or college-level work. NCA members Sherry Morreale, John Heineman, and Mary Bozik served on the writing team for the Communication Standards, which were endorsed by the Executive Committee as a replacement for NCA's K-12 Standards." 2. The working groups have the College Board Standards for College Success to review as a resource. 3. The document referenced by Dr. Stotsky in her feedback was provided to the working group.			Present information, findings, and supporting evidence clearly, concisely, and logically such that listners can follow the line of reasoning and the organization, develpment, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.
9-10.SL.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	1. Achieve: There do not appear to be any changes (from the 2010 standard).					Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
9-10.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	No comments					Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
Language Standards							
Conventions of Standard English							

9-10.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	No comments					Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
9-10.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Use correct spelling.	1. Achieve: This is a close match to the 2010 standard.					Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Use correct spelling.
Knowledge of Language							
9-10.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual.	1. Achieve: The omission of "appropriate for the discipline and writing type" (which was included in the 2010 standard) does not make it clear that different types of disciplines require different types of citations, but this does not weaken the standard.	no revision				Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual.
Vocabulary Acquisition and Use							

9-10.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	1. Dr. Stotsky: At every grade level, students are advised to draw from certain strategies to determine the meaning of unfamiliar words. The first strategy always recommended is to "use context clues." Not only should this pedagogical strategy be stricken from this document, it should not be taught in education methods courses. There is NO body of research to support it, and it doesn't make sense. Nor id the National Reading Panel's 2000 report recommend this strategy. In authentic writing, one usually does not find "clues" to the meaning of an unfamiliar word. Strong reading, writing, and speaking vocabularies are developed in other ways. 2. Dr. Stotsky - As for omissions, I am surprised to see no specific dictionary skills expected of elementary students. In pre-Common Core Massachusetts standards, dictionary skills were to be taught in all elementary grades and were assessed on state tests for many years. Standards for dictionary skills should be added.	1. Standard should read: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase.	1. Based on Dr. Stotsky's feedback and feedback from the Arizona Standards Development Committee at the 11/30/16 meeting, the indicator for context clues will be moved from the first strategy to a placement that better indicates that it is one strategy, not the primary strategy, for determining the meaning of an unknown word. Additionally, the parenthetical reference to using context in indicator "d" will be removed so that there is not duplication within the standard and to align vertically with the 11-12th grade, which removed the parenthetical reference alltogether. The indicator is not being removed completely because, according to Hibbard (2009), context clue instruction was found to improve students' word learning strategies. Students that received six weeks of explicit instruction in context clues were more able to effectively determine the meaning of unknown words than students that did not receive the instruction (Jensen, 2009). A multitude of words require specified syntactic and semantic contexts to assist learners to determine their meanings (Chilton & Ehri, 2015). According to research found in Appendix A (vocabulary instructional methods 4-33) of the National Reading Panel (1999), students used context clues embedded in paragraphs to help them learn meanings of unknown words. In contextual analysis, context clues are primarily used before reviewing words and definitions (NRP, 1999).This order and progression of word learning strategies in Appendix A of the National Reading Panel also supports the progression of using contextual analysis, then word analysis (root words and prefixes) and then reference materials as found in Language Standard 4 subcategories a through d. Research supports the presence of the indicator calling for the use of context as one clue to help determine the meaning of an unfamiliar word. The ELA standards are intended as an integrated model that addresses unknown words in the reading foundational standards (Standard 4), informational and literary standards (Standard 4), as well as the language standards (Standard 4). Through this integrated model, the use of context clues is necessary for the end goal of comprehension, inference, and deeper analysis. If removed, this will disrupt the horizontal and vertical alignment, as well as the intended progression of the ELA standards. Its removal would also remove focus on a key strategy employed by all readers to determine the meaning of unfamiliar words.			Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase.
9-10.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	No comments					Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.

| 9-10.L.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | No comments | | | | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

11th-12th Grade

Standard Coding	Initial 2016 Draft Standards (As of 8/2016)	Technical Review Comment	Technical Review: Refinement	Technical Review: Notes	45-Day Public Comment that Led to a	Refinement from Public Comment that Resulted in	Final ELA Standard (*Standards in red changed from the initial
Reading Standards for Literature							
Key Ideas and Details							
11-12.RL.1	Cite strong and thorough textual evidence to support	No comments					Cite strong and thorough textual evidence to support
11-12.RL.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	No comments					Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
11-12.RL.3	Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.	1. Achieve: The change from "relate" to "connect" changes the intent slightly. Whereas "relate" indicates there may be a relationship between elements in a text, "connect" indicates that the relationship may be linked together, and they may not be? The omission of examples to explain how "connect" differs from "relate" does not provide additional clarification for teachers or assessment designers, and some confusion may result.	No revision necessary: The revision of "connect" strengthens the intent of authorial choices. The parenthetical inclusion of setting, plot, and characterization limited the analyzation of authorial decisions.				Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.
Craft and Structure							

11-12.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone.	1. Achieve: The change in wording means that every time students determine the meaning of words and phrases in a text they are analyzing the impact of specific choices on meaning and tone. The current standards treat these elements as disparate concepts, i.e., in some instances students may determine the meaning of words and phrases; in other instances they may analyze the impact of specific word choices on meaning and tone. The omission of the latter part of the standard "with multiple meanings" is a significant change. Students should continue to determine the textual definition of multiple meaning words through 12th grade.	Standard should read: Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone. NOTE: These standards should not be taught in isolation. When taught in tandem, educators are able to help students learn the skill of word choice and why words are chosen for certain purposes due to the impact they will have. Figurative and connotative meanings in addition to determine the meaning (implied denotative) would allow for the discussion of multiple meanings that was listed in the original standard.			Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone.
11-12.RL.5	Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.	1. Achieve: The examples omitted served as the intended focus of the standard. The omission may create confusion for teachers and reduce expectations.	No revision necessary: The revision increases expectations and allows freedom for deeper conversation about text structure.			Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

11-12.RL.6	Analyze how point of view impacts the implicit and explicit meanings in a text.	(*NOTE: Achieve reviewed this standard as it appeared prior to the 9/23/16 working group meeting, when it was changed by the working group. See the note in column E for both the previous version of the standard.) 1. Achieve: The standard is intended to push students to understand satire, sarcasm, irony, or understatement (critical for discerning meaning in text at this level). The omission of the examples reduces the standard to distinguishing implicit and explicit meanings in text, when the standard is intended to be much richer and focused.	Standard should read: Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text. We believe the list draws educators into choosing exclusively satire as the text. The revision would allow educators freedom of more texts but provide more variety for students. By turning the focus to satire sarcasm, irony, and understatement, the standard would imply that satire is exclusively meant for 11th and 12th grade, and this would be the only means through which point of view is analyzed.	*NOTE: This standard was changed by the working group at the 9-23-16 meeting. Achieve reviewed the standard as it appeared prior to the change: 11-12.RL.6 - Analyze how point of view impacts the implicit and explicit meanings in a text. The standard was changed on 9/23/16 to read: 11-12.RL.6 - Analyze how the narrative point of view impacts the implicit and explicit meanings in a text.	The previous AZCCRS standard addresses teaching satire, irony, and sarcasm specifically and how those things appear in the text. "Point of view" is vague and could be as simple as first/second/third person and does not account for determining the difference between what is said in the text and what is actually meant. These things need to be spelled out in the standard, as "implicit and explicit meanings" is too vague and leaves too much room for interpretation.	The list draws educators into choosing exclusively satire as the text. The revision would allow educators freedom of more texts but provide more variety for students. By turning the focus to satire sarcasm, irony, and understatement, the standard would imply that satire is exclusively meant for 11th and 12th grade, and this would be the only means through which point of view is analyzed. See technical review comments for this standard on 10-18-16	Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text
Integration of Knowledge and Ideas						
11-12.RL.7	Analyze multiple interpretations of a story, drama, or poem (e.g.,	1. Achieve: The omission of Shakespeare and one play by an American dramatist will not	No revision: This is a curriculum decision at the local level.				Analyze multiple interpretations of a story, drama, or poem (e.g.,
11-12.RL.8	(Not applicable to	No comments					(Not applicable to

| 11-12.RL.9 | Analyze how two or more texts from the same period treat similar themes or topics. | 1. Achieve: AZ omitted 18th-, 19th-, and early 20th- century foundational works of literature which are important for critical study and review. The danger of this omission is that teachers might only focus on works from the latter 20th century, missing opportunities for analysis and evaluation of the rich, complex language of previous time periods. Additionally, studying foundational works of literature positions students to learn the civic responsibilities of American citizens. | Standard should read: Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

This revision honors the anchor standard, requests a wide variety, and strengthens the standard of comparing texts. | | Drop "from the same time period." There are lots of ways to compare works with similar themes, whether they are from the same time period or not. As it is written, we would not be satisfying the standard if we were comparing Heart of Darkness with Things Fall Apart and Apocalypse Now, for example. | This revision honors the anchor standard, requests a wide variety, and strengthens the standard of comparing texts. | Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics. |
| **Range of Reading and Level of Text Complexit** | | | | | | | |

11-12.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 11. By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 12.	1.Achieve: Grades 11-12 are in the same text complexity band, meaning that what primarily distinguishes appropriate text is the qualitative analysis. There is not a hard quantities line between grades 11 and 12; rewording the standard to be near the high end of the band or near the middle of the band may be a bit clearer for teachers. 2. Elizabeth Pope: It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like. 3. Dr. Stotsky: The draft standards do not provide any clues about the level of reading difficulty desired-at any grade. The suggestion that teachers use "qualitative and quantitative measures appropriate to the grade" are of little use. How would new teachers, especially, know what is appropriate to the grade? Most teachers don't have time to apply quantitative measures to every text they want to consider. Nor will a coherent curriculum result from the use of such measures.	Based on the technical feedback from Dr. Stotsky, Dr. Pope, and Achieve: The brief definition for *Text Complexity* was removed from the draft glossary. In its place was added an expanded document that defines text complexity, text difficulty, quantitative measures, and qualitative measures. This section further explains what it means to read "independently" and "proficiently". Additionally, this new section of the glossary provides guidance on how to use qualitiative and quantitative measures to determine text complexity and the appropriateness of a text for a grade-level.	1. Achieve: All comments a-c refer to the high or low end of the text complexity band. The RL 10 standards have been revised to state "By the end of the year, proficiently and independently read and comprehend literature including stories, dramas, and poety, in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." The revised RI 10 standard states "By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." Thus, there is a range embedded in the new standard allowing educators/local education agencies to choose the range appropriate for their students and meet their needs. Additionally, an expanded explanation of text complexity and related terms is included in the glossary. **2.** Elizabeth Pope: The terms "proficiently" and "independently" are expanded upon in the Text Complexity section that was added to the ELA Glossary, which will help to guide educators when applying the standard. 3. Dr. Stotsky: The newly phrased text complexity standards provide clarification that educators are to use quantitative and qualitative measures to determine whether a text is approrpriately complex for a specific grade-level. The newly expanded text complexity section in the glossary defines these terms and explains how to employ them together to determine text complexity. The newly phrased standards and the new text complexity section of the glossary will provide guidance to educators while empowering schools and districts to make informed text selections for their students. 4. Response to public comments calling for the addition of "reader and task considerations" to the standards: Reader and task considerations are part of the qualitative measures in instructional decision-making process and are included in the newly revised glossary addition of text complexity.			By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 11. By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 12.
Reading Standards for Informational Text							
Key Ideas and Details							
11-12.RI.1	Cite strong and thorough textual evidence to support	No comments					Cite strong and thorough textual evidence to support

11-12.RI.2	Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.	1. Achieve: This rewording changes meaning. The AZ expectation is for students to "determine and analyze the development and interaction" of two or more central ideas over the course of a text, not to determine and analyze two or more central ideas. The revision presupposes that students know the central idea(s), and move immediately into thinking about how those central ideas are developed and interacting. The original standard focuses on first determining the central idea then analyzing it. In the revision, after students have "determined and analyzed", they then are asked "to provide a complex analysis or objective summary," which is slightly confusing. Additionally, the wording makes it seem like students are only determining and analyzing in order to provide an analysis or summary, and that may be a limited expectation.	no revision necessary The new standard allows the option of an analysis or summary as well as increases the rigor of the task when asking students to determine the central idea and then analyze it.				Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.
11-12.RI.3	Analyze a complex set of ideas or sequence of events	No comments					Analyze a complex set of ideas or sequence of events
Craft and Structure							
11-12.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	1. Achieve: The omission of the examples does not seriously impact the standard.	no revision needed They agree.				Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

11-12.RI.5	Analyze and evaluate the effectiveness of the author's choice of structural elements and text features.	1. Achieve: It is unclear what "the author's choice of structural elements" is; this is different than the structure of the text. Text features also seems very limited to headings, subheadings, labels, captions, etc. and may not be a feature in literary nonfiction text. The revised standard also omits the language "clarity, convincing, and engaging," weakening the standard.	no revision The new language offers a larger range of structural elements and text features to be analyzed. Clarity, convincing, and engaging are part of the evaluation process and are limited in their specificity.				Analyze and evaluate the effectiveness of the author's choice of structural elements and text features.
11-12.RI.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.	1. Achieve: ELA10 gets more specific about the meaning of "effectiveness" and goes beyond by including power, persuasiveness, or beauty of the text. This change may be difficult for educators to know how to focus instruction with this standard.	no revision The nuances of language are encompassed by the word "effectiveness" and its evaluation.				Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
Integration of Knowledge and Ideas							
11-12.RI.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.	Achieve: This is a close match to the 2010 standard.	no revision needed They agree.				Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.

11-12.RI.8	Delineate and evaluate the rhetorical effectiveness of the authors' reasoning, premises, purpose, and argument in seminal U.S. and world texts.	1. Achieve: While the addition of world texts is a positive one, the changes require students to focus on the rhetorical effectiveness instead of the reasoning of seminal texts. This change is significant, as it does not address whether or not the author makes a sound, reasoned argument, but if the author is effective in convincing the audience of his argument. Reasoning, application of constitutional principles, and the premises, purposes, and arguments in works of public advocacy are stripped, and those speak to understanding reasoning.	no revision Evaluating the author's reasoning is determined by rhetorical effectiveness. If they are ineffective, that will be revealed in an analysis of the argument.				Delineate and evaluate the rhetorical effectiveness of the authors' reasoning, premises, purpose, and argument in seminal U.S. and world texts.
11-12.RI.9	Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.	1. Achieve: This change makes the standard more general, and these specific foundational documents may not be covered. This marks a change from one of the expectations of the ELA10.	no revision The revised language allows for more curriculum choices in the ELA classroom. Other documents may be taught in other disciplines.				Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.
Range of Reading and Level of Text Complexit						

11-12.RI.10	By the end of the year, proficiently and independently read and comprehend informational text and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grades 11. By the end of the year, proficiently and independently read and comprehend informational text and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grades 12.	1. Achieve: Grades 11-12 are in the same TCB, (quantitatively), meaning that what primarily distinguishes appropriate text is the qualitative analysis. There is not a hard quantitative line between grades 11 and 12; rewording the standard to be near the high end of the band or near the middle of the band may be a bit clearer for teachers. 2. Elizabeth Pope: It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like. 3. Dr. Stotsky: The draft standards do not provide any clues about the level of reading difficulty desired-at any grade. The suggestion that teachers use "qualitative and quantitative measures appropriate to the grade" are of little use. How would new teachers, especially, know what is appropriate to the grade? Most teachers don't have time to apply quantitative measures to every text they want to consider. Nor will a coherent curriculum result from the use of such measures.	Based on the technical feedback from Dr. Stotsky, Dr. Pope, and Achieve: The brief definition for *Text Complexity* was removed from the draft glossary. In its place was added an expanded document that defines text complexity, text difficulty, quantitative measures, and qualitative measures. This section further explains what it means to read "independently" and "proficiently". Additionally, this new section of the glossary provides guidance on how to use qualitiative and quantitative measures to determine text complexity and the appropriateness of a text for a grade-level.	1. Achieve: All comments a-c refer to the high or low end of the text complexity band. The RL 10 standards have been revised to state "By the end of the year, proficiently and independently read and comprehend literature including stories, dramas, and poety, in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." The revised RI 10 standard states "By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade ..." Thus, there is a range embedded in the new standard allowing educators/local education agencies to choose the range appropriate for their students and meet their needs. Additionally, an expanded explanation of text complexity and related terms is included in the glossary. **2.** Elizabeth Pope: The terms "proficiently" and "independently" are expanded upon in the Text Complexity section that was added to the ELA Glossary, which will help to guide educators when applying the standard. 3. Dr. Stotsky: The newly phrased text complexity standards provide clarification that educators are to use quantitative and qualitative measures to determine whether a text is approrpriately complex for a specific grade-level. The newly expanded text complexity section in the glossary defines these terms and explains how to employ them together to determine text complexity. The newly phrased standards and the new text complexity section of the glossary will provide guidance to educators while empowering schools and districts to make informed text selections for their students. 4. Response to public comments calling for the addition of "reader and task considerations" to the standards: Reader and task considerations are part of the qualitative measures in instructional decision-making process and are included in the newly revised glossary addition of text complexity.			By the end of the year, proficiently and independently read and comprehend informational text and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grades 11. By the end of the year, proficiently and independently read and comprehend informational text and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grades 12.
Writing Standards							
Text Types and Purposes							

| 11-12.W.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a style and tone appropriate to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. | 1. Achieve: d. - This is a good revision. Focusing on style and tone appropriate to the norms and conventions do not suppose that all arguments are formal in nature (while they can be), but does require that students have an understanding of their purpose and audience when composing an argument. | no revision needed

They agree. | | | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a style and tone appropriate to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. |

11-12.W.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful for comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and rhetorical techniques to manage the complexity of the topic. e. Establish and maintain a style and tone appropriate to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement	1. Achieve: d. - This revision strengthens the standard as the original elements are not typically found in informative/explanatory text. The revision allows for the previous techniques to be included, but also allows them not to be.	no revision needed They agree.				Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful for comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and rhetorical techniques to manage the complexity of the topic. e. Establish and maintain a style and tone appropriate to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement

11-12.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and particular tone and outcome. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	1. Achieve: Changes in C and D are good and will be clear to educators. Omitting the descriptors in B weakens the standard, as what makes this standard increasingly complex and challenging is a student's ability to use narrative techniques like dialogue, pacing, reflection (etc.) purposefully in their writing.	no revision The listing of elements is unnecessary as all narrative techniques should be utilized at the 11-12th level of learning.				Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and particular tone and outcome. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Production and Distribution of Writing							
11-12.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	No comments					Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

11-12.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)	No comments					Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
11-12.W.6	Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	No comments					Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge							
11-12.W.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	No comments					Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

11-12.W.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	No comments					Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
11-12.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11-12 Reading standards to literature. b. Apply grades 11-12 Reading standards to informational and nonfiction text.	1. Achieve: The clarity has been strengthened here. This focuses the student to return to the reading standards in support of his/her writing without the language being overly burdensome for teachers. Essentially, students are executing the same process, but the wording here is much cleaner.	no revision needed They agree.				Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11-12 Reading standards to literature. b. Apply grades 11-12 Reading standards to informational and nonfiction text.
Range of Writing							
11-12.W.10	Write routinely over extended time frames (time	No comments					Write routinely over extended time frames
Speaking and Listening Standards							
Comprehension and Collaboration							

11-12.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research	No comments					Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research
11-12.SL.2	Integrate multiple sources of information presented in diverse media and formats in order to make informed decisions and propose solutions, while evaluating the credibility and accuracy of each source and noting any discrepancies.	1. Achieve: The omission of examples is fine; the addition of "while" makes it seem like both parts of the standard are happening simultaneously and they may not be.	no revision				Integrate multiple sources of information presented in diverse media and formats in order to make informed decisions and propose solutions, while evaluating the credibility and accuracy of each source and noting any discrepancies.

11-12.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	No comments					Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas							
11-12.SL.4	Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker's line of reasoning, message, and any alternative perspectives.	1. Achieve: This adds clarity for teachers. 2. 1. Dr. Stotsky - Few speaking standards can be found in this strand. Standards eliciting talk were chiefly for discussion purposes. I strongly recommend inserting standards on the development of children's speaking skills. For example, in grade 1, one could expect all students to explain orally personally interests, tell stories, or recite poems, speaking clearly with adequate volume and keeping eye contact with the audience. By grade 12, all students should be able to critique a formal speech given by a member of the local community at a public meeting using a professional scoring guide (e.g., a guide for Toastmasters International contests). The Speech Communication Association had a useful set of standards for K-12. There are others also worth looking at. http://files.eric.ed.gov/fulltext/ED395353.pdf	1. Achieve: No revision needed, as they agree with the changes. 2. Dr. Stotsky: The Working Group reviewed Dr. Stotsky's suggestion and found that the current form of the Speaking & Listening standards address the heart of her concerns about presentation skills and evaluating presentations by speakers, with the exception of grades 9-12. (Also, the standards that she refeences are no longer used by the National Communication Association (see note)). The Working Group believes that "speaking clearly" is covered in Standard 1 when grades 3-12 asks students to express their ideas "clearly." This is also covered in Standard #4 when grade 2 says, "speaking audibly", grades 3-5 says, "speak clearly at a understandable pace", and grades 6-8 says, "use appropriate eye contanct, adequate volume, and clear pronunciation." Based on Dr. Stotsky's	1. The National Communication Association has the following statement on its website regarding its K-12 standards (www.natcom.org/K-12Resources/): "the College Board has published content standards for middle school and high school English Language Arts and Mathematics and Statistics. The College Board Standards for College Success define a developmental progression of rigorous learning objectives for six courses in middle school and high school that will lead all students to being prepared for AP or college-level work. NCA members Sherry Morreale, John Heineman, and Mary Bozik served on the writing team for the Communication Standards, which were endorsed by the Executive Committee as a replacement for NCA's K-12 Standards." 2. The working groups have the College Board Standards for College Success to review as a resource. 3. The document referenced by Dr. Stotsky in her feedback was provided to the working group.			Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker's line of reasoning, message, and any alternative perspectives; use appropriate eye contact, adequate volume, and clear pronunciation.
11-12.SL.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence.	1. Achieve: This is a close match to the 2010 standard.					Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to keep the audience engaged.

11-12.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)	No comments					Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
Language Standards							
Conventions of Standard English							
11-12.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references as needed.	1. Achieve: This is a close match to the 2010 standard. 2. Dr. Stotsky - As for omissions, I am surprised to see no specific dictionary skills expected of elementary students. In pre-Common Core Massachusetts standards, dictionary skills were to be taught in all elementary grades and were assessed on state tests for many years. Standards for dictionary skills should be added.	No revision necessary	2. In reflection of Dr. Stotky's comments, two standards relating to dictionary skills have been added to the Writing Foundations sub-strand. Additionally, Beginning in 2nd grade, there are 13 standards (1-2 per grade level) that address the use of dictionaries for reference in regards to spelling, word origins, definitions, pronounciation, and parts of speech. *Dictionary standards in the 2016 draft: 1. 2.L.2.e 2. 2.L.4.e 3. 3.L.2.g 4. 3.L.4.d 5. 4.L.4.c 6. 5.L.4.c 7. 6.L.4.c 8. 6.L.4.d 9. 7.L.4.c 10. 7.L.4.d 11. 8.L.4.c 12. 8.L.4.d 13. 9-10.L.4.c 14. 9-10.L.4.d 15. 11-12.L.1.b 16. 11-12.L.4.c 17. 11-12.L.4.d 18. 3.WF.3.c 19. 3.WF.3.d			Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references as needed.

11-12.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Use correct spelling.	1. Achieve: This is a close match to the 2010 standard.					Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use hyphenation conventions. b. Use correct spelling.
Knowledge of Language							
11-12.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	1. Achieve: This is a close match to the 2010 standard.					Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
Vocabulary Acquisition and Use							

11-12.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase.	1. Dr. Stotsky: At every grade level, students are advised to draw from certain strategies to determine the meaning of unfamiliar words. The first strategy always recommended is to "use context clues." Not only should this pedagogical strategy be stricken from this document, it should not be taught in education methods courses. There is NO body of research to support it, and it doesn't make sense. Nor id the National Reading Panel's 2000 report recommend this strategy. In authentic writing, one usually does not find "clues" to the meaning of an unfamiliar word. Strong reading, writing, and speaking vocabularies are developed in other ways. 2. Dr. Stotsky - As for omissions, I am surprised to see no specific dictionary skills expected of elementary students. In pre-Common Core Massachusetts standards, dictionary skills were to be taught in all elementary grades and were assessed on state tests for many years. Standards for dictionary skills should be added. 3. Achieve: This is a close match to the 2010 standard.	1. Standard should read: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. conceive, conception, conceivable). b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the	1. Based on Dr. Stotsky's feedback and feedback from the Arizona Standards Development Committee at the 11/30/16 meeting, the indicator for context clues will be moved from the first strategy to a placement that better indicates that it is one strategy, not the primary strategy, for determining the meaning of an unknown word. Additionally, the parenthetical reference to using context in indicator "d" will be removed so that there is not duplication within the standard and to align vertically with the 11-12th grade, which removed the parenthetical reference alltogether. The indicator is not being removed completely because, according to Hibbard (2009), context clue instruction was found to improve students' word learning strategies. Students that received six weeks of explicit instruction in context clues were more able to effectively determine the meaning of unknown words than students that did not receive the instruction (Jensen, 2009). A multitude of words require specified syntactic and semantic contexts to assist learners to determine their meanings (Chilton & Ehri, 2015). According to research found in Appendix A (vocabulary instructional methods 4-33) of the National Reading Panel (1999), students used context clues embedded in paragraphs to help them learn meanings of unknown words. In contextual analysis, context clues are primarily used before reviewing words and definitions (NRP, 1999).This order and progression of word learning strategies in Appendix A of the National Reading Panel also supports the progression of using contextual analysis, then word analysis (root words and prefixes) and then reference materials as found in Language Standard 4 subcategories a through d. Research supports the presence of the indicator calling for the use of context as one clue to help determine the meaning of an unfamiliar word. The ELA standards are intended as an integrated model that addresses unknown words in the reading foundational standards (Standard 4), informational and literary standards (Standard 4), as well as the language standards (Standard 4). Through this integrated model, the use of context clues is necessary for the end goal of comprehension, inference, and deeper analysis. If removed, this will disrupt the horizontal and vertical alignment, as well as the intended progression of the ELA standards. Its removal would also remove focus on a key strategy employed by all readers to determine the meaning of unfamiliar words.			Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. conceive, conception, conceivable). b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase.
11-12.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	No comments					Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.

| 11-12.L.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | No comments | | | | | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Technical Review - Overarching K-12 Topics

Technical Review Comment	Topic
1. Dr. Abercrombie: The definition of manuscript letters might be added for clarification.	Glossary - Needed Definition
1. Achieve: The glossary that accompanies the draft ELA 16 standards is meant to add clarity but too often contains definitions that need more precision and clarity. Arizona should consult several research-based and academic publications when revising the glossary to ensure definitions are accurate, clear, and concise.	Glossary
1. Elizabeth Pope It may be helpful to include definitions of or some guidelines as to what qualifies as reading "proficiency" and what reading "independently" means. Both of these terms are used in the Range of Reading and Level of Text Complexity cluster of standards in the Reading Standards for Literature strand without any kind of clear definition of what proficiency and independence look like.	Defining "proficiently" and "independently".
1. Elizabeth Pope A. The introduction does a good job clearly defining some key details and differences that should aid in reading, understanding and implementing the ELA standards. Detailed information such as the delineation between the standards and the curriculum and instructional methods that may be employed to help students reach the standards by the end of the year seem like important and useful definitions. It may be helpful to use a consistent set of terminology or abbreviations throughout the introduction so that readers can easily connect information from one section to the next as well as become more familiar with the language and structure of the standards. For example, when explaining the progression of expectations related to reading increasingly complex texts on page 3, the second sentence begins with "Standard 10" in reference to the Reading Anchor Standard (R.10). It may be helpful to refer to this as "Anchor Standard 10" and include the abbreviated form (R.10) so that readers can easily understand that this is the "standard 10" being discussed. The same suggesting applies to page 4 when discussing "Standard 9" in writing. B. The detailed information about the structure of the standards on pages 6 and 7 is mostly clear and helpful. In the diagram "How to Read the Arizona English Language Arts Standards" it may be helpful to provide a brief explanation or list of strands and clusters. It may not be clear to those who are unfamiliar with this language how an Anchor Standard is different from a Strand or that a Cluster is sort of a sub-category within and Strand. Clarifying the language of the ELA and Math standards seems especially since it is a different format and different language than the "Concept, Strand, and PO" used in the Social Studies, Science, etc. standards. C. Aside from defining Anchor Standard, Strand, Cluster, and Standard it may also be helpful to somehow link this to the language used in the older/other standards that still use the Concept, Strand, PO language. This may be outside the scope of the ELA Standards revision project but I know that it is something some pre- service teachers and new teachers find confusing and difficult.	ELA Introduction

1. Elizabeth Pope The progression of skills related to writing flows logically from one grade level to the next with slight increases in the complexity of skills expected of students. The main focus seems to be to introduce students to various types of writing as well as the editing and research processes. There is no mention of the planning phase of writing in these grade levels though. It seems as though planning ideas, details, facts, etc. would be a key component in learning how to write for differing purposes. Including a standard that addresses the use of planning strategies/skills would likely be helpful for students since they are being asked to compose different types of texts with very specific elements such as introductions and concluding statements.	Writing: Standards Related to Planning
1. Dr. Stotsky: In grades K to 5, teachers are to have students write opinion pieces This curriculum mandate should be removed in all these grades. Opinion pieces are bad practice for young students and are not the source of persuasive writing or academic argument in higher grades. Experience-based and imaginative compositions, as well as informational writing, are all that is needed in K-6 to develop skill with paragraphing, topic sentences, sentence structure, and writing conventions. If persuasive writing is to be developed in elementary writing curricula, its two major rhetorical features (purpose and audience) should be the focus of the writing assignments.	K-5 Opinion Writing
1. Dr. Stotsky - I recommend that the Superintendent of Public Instruction require, for every reading standard, three different sample titles, each with author and date of publication given, one of which should be above grade level, a second on grade level, and a third below grade level, so that teachers see a range of possibilities and expectations from grade to grade. These sample titles should be accompanied by a clear warning to test developers and teachers that none of these titles are to be used for test items. Three such examples for each reading standard would also mean that a one-size-for-all curriculum could not be dictated by professional development providers or department of education staff. Teachers should be able to choose whatever reading levels and types of selections make sense for their students, drawing on the range of possibilities suggested for a grade.	K12 Book Selections

1. Dr. Stotsky - Most parents and others probably want students, when they become of age, to be willing to pay taxes to their local, state, and national communities, serve on juries, and vote in local, state, and national elections. ELA standards should help students in Arizona's public schools to identify themselves as Arizona citizens and inform Arizona teachers who don't know what recognized writers were born in or wrote about Arizona (e.g., Zane Grey) or what political leaders (e.g., Barry Goldwater), military heroes (e.g., Ira Hayes) or other Arizonans were recognized for their achievements. In providing at least three examples of what students could read about Arizona or recognized Arizonans, the standards would prevent efforts by the federal government or others to dictate the same curriculum for all students. At least two reading standards should be added at all grade levels: one to the literature standards, and the other to the "informational" standards. For the Literature standards, add: "Students read several literary texts written by recognized authors who were born in or wrote about Arizona (e.g., Zane Grey and two others)." For the Informational standards, add: "Students read several informational texts about recognized and accomplished individuals (artists, scientists, military leaders, or politicians) who were born in or lived in Arizona and about important events or physical phenomena in Arizona's history or geography (e.g., Ira Hayes, Barry Goldwater, others)."	K12 Reading Standards
1. Dr. Stotsky - There must be many high school English teachers in Arizona who were not on the review committee but who write better English prose than one finds in the many Common Core standards that were simply copied by the review committee for this draft. The reason so many were copied word for word from the 2010 standards, one suspects, was that their meaning wasn't clear enough for paraphrasing, and committee members may have decided to leave their interpretation to a test developer. For example, the two standards below are copied word for word from the 2010 standards, contain too many parts, and are poorly written: "9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text." "9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text." Recommendations: I strongly recommend that Superintendent Douglas and Governor Ducey invite a group of editors of Arizona newspapers and/or other media publications to revise and rewrite the draft ELA standards that do not meet their own standards for clear and well-written English prose. At the same time, they should be encouraged to make the content-poor secondary standards content-rich, either by adding examples of titles to clarify the level of academic demand or by indicating the seminal political documents English teachers should teach in Arizona's public schools, for their literary and cultural significance (e.g., the *Declaration of Independence, Gettysburg Address, Preamble to the Constitution*). They were removed from the 2010 standards the workgroup copied. For unclear reasons, it seems to have thought that Arizona's students should not have a common understanding of their own civic culture.	K12 Standards

1. Dr. Stotsky - If it is not possible to find a group of Arizona newspaper editors to rewrite the poorly written English language arts standards, then I suggest that Superintendent Douglas and Governor Ducey re-adopt all of the 2003 Arizona literature standards in place of those in this draft document. Overall, they were quite good. For example, in grade 11, students are to read "works of American literature that reflect our major literary periods and traditions." As the Thomas B. Fordham reviewer noted in a 2010 review comparing state standards with Common Core's: 'Arizona treats literary and non-literary texts distinctly and thoroughly and in more detail than the Common Core.'	Return to 2004 standards

Revision Decision	Notes
Definitions for both manuscript and cursive were added to the ELA Glossary.	
Each definition in the ELA Glossary was reviewed and revised. Several definitions were updated, added, or removed. Sources for the definition are provided in the bibliography for the Arizona ELA Standards.	
What it means to read "proficiently and independently" has been added to the Text Complexity section of the ELA Glossary.	
The ELA Introduction was updated to reflect the suggested changes. In particular, the terms "Strand" and "Cluster" are now defined in the graphic that details how to read the ELA Standards.	

Standard W.5 addresses the need to "develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach", so no revision is necessary.	
Students build the skills when writing opinion pieces that progress towards taking a stance and supporting it with evidence. The standard requires a student to form an opinion, which is similar to the stance the student will take in asserting a claim in argumentative writing. The student must then support that opinion/stance with direct evidence. This is the same process that the student will use when building arguments in grades 6-12. There is a clear progression that builds through opinion writing in K-5 and argumentative writing in 6-12. In its research, the Working Group found that research institutes, such as the Reading and Writing Project at Columbia University, and researchers, such as Steve Graham from ASU, support the inclusion of opinion writing as a progression to argumentative writing in later grades. Dr. Stotsky's call for a focus on purpose and audience is reflected in Writing standard 4 at each grade level. The Anchor standard for W.4 states, "Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience." A grade-level appropriate version of this standard is included at each grade level.	
The Work Group believes that this is a curricular issue, which is determined at the local level. Specific book suggestions are best made by the LEA's and their teachers, as they best know the needs of the communities. The view of the Work Group alignes with ARS. 15-341, which gives local LEAs control over curricular decisions. Additionally, this type of book list was present in the 2010 standards and was often misinterpreted as a required reading list, which is why Arizona removed it from its standards. Finally, the Work Group cannot control what texts test developers do and do not use on their assessments, as this is out of their purview.	

The workgroup believes this is a curriculum and instruction issue best left to the local level. Specific author suggestions are best made by the LEA's and their teachers, as they best know the needs of the communities. The view of the Work Group aligns with ARS. 15-341, which gives local LEAs control over curricular decisions. Additionally, Arizona history and civics are covered in the American History (Strand 1), Civics/Government (Strand 3), and Geography (Strand 4) strands of Arizona's Social Studies standards .	
The Arizona ELA Working Group was made up of over 110 Arizona educators, who donated over 6,000 hours of their time to review and revise the Arizona ELA Standards. The educators on the Working Group used their many years of educational expertise, as well as over 6,000 public comments, to determine if each standard (K-12) was clear, developmentally appropriate, measureable rigorous, and in a clear progression. The educators on the Working Group are classroom teachers who will use these revised standards to teach Arizona students, so they were keenly aware of the need for clarity. Additionally, the draft produced by the Working Group was sent to five technical reviewers selected by the State Board of Education. While they had specific comments on standards in need of refinement, Dr. Abercrombie, Dr. Boreen, Dr. Pope, and Achieve all found, overall, that the draft produced by the Working Group was clear, appropriate, and best for students. Newspaper editors have training in journalism, not education. It is the belief of the Working Group that, due to their extensive education, training, and knowledge of Arizona students, Arizona educators are most qualified to review, revise, and refine the academic standards based on the task, purpose, and audience for which they are designed. It was determined by over 110 Arizona educators reviewing the standards that RI.1, which calls for the ability to make inferences in text, is a valuable skill for students to possess. The concise nature of the skill set progression to 9-10.RI.1 allows for instruction to be scaffolded for student success. The 110 plus Arizona educators decided during multiple reviews that the standard was appropriate as written. Additionally, 9-10.RI.2. contains skills that appropriately prepare students to read and analzye complex informational texts for central ideas, key details, and key structures. Both standard 9-10.RI.9 and 11-12.RI.9 state that educators will teach students to analyze "seminal/primary" and "foundational U.S. and world" documents. Per ARS 15-341, specific curricular decisions are determined by the local education agency and, thus, prescribing certain documents limits local curricular decision making.	

The Governor's executive order asked for Arizona educators to review, vet, and revise the standards to be best for Arizona students. The working groups carefully reviewed every standard multiple times and used research, public feedback, and its own extensive expertise to make needed improvements. Over 200 educators from 10 counties donated over 6,000 hours of time to create ELA and Math standards that best fit the needs of Arizona students.	*Link to the full Fordham report cited by Dr. Stotsky: http://edexcellencemedia.net/publications/2010/201007_state_education_standards_common_standards/Arizona.pdf